DOCUMENT RESUME

ED 241 760 CE 038 560

TITLE	Making Partnerships Work: Career Guidance and Work Related Education and Training. Proceedings of a National Invitational Conference (Arlington, Virginia, November 7-8, 1983).
INSTITUTION	American Association for Counseling and Development, Alexandria, VA.
SPONS AGENCY	National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE	Nov 83
NOTE	103p.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Viewpoints (120) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Education; *Career Guidance; Career Planning; Conference Proceedings; *Cooperative Programs; Decision Making; Employees; Guidance Programs; *Job Training; Labor Problems; School Business Relationship; *Staff Development; *Vocational Education

ABSTRACT

These proceedings from a national invitational conference on partnerships between career guidance and work-related training contain 18 presentations. Welcoming remarks are followed by the opening address that touches upon broad contextual issues that are important as a rationale for, and as part of, the process of making partnerships work. The next four presentations offer perspectives from education, labor, and business on reasons for working partnerships. Focus of the five following presentations is on approaches to working partnerships. They include a description of the Employee Development and Training Program jointly administered by the Ford Motor Company and the United Auto Workers of America; an overview of Community Collaboration for Improving Career Guidance Programs; specifics on the Improve Career Decision Making Project; information on Project Link, a career decision-making project; two discussions of the use of governmental resources to provide career guidance and training to the unemployed; a description of local career guidance and training to the unemployed; and a description of local career guidance programming in the District of Columbia Public Schools. The keynote address forecasts trends as seen by a congressman. Two papers follow on perspectives from labor and business on workers' needs and responsive career guidance. The final three presentations present highlights of two small group discussions and an open forum. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED241760

MAKING PARTNERSHIPS WORK: CAREER GUIDANCE AND WORK RELATED EDUCATION AND TRAINING

PROCEEDINGS

ARLINGTON, VIRGINIA
NOVEMBER 7-8, 1983

CG038560

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"This project presented or reported herein was performed pursuant to a contract from the National Occupational Information Coordinating Committee (NOICC). The opinions expressed herein, however, do not necessarily reflect the position or policy of NOICC, and no official endorsement by NOICC should be inferred."

These proceedings were prepared and distributed by the Department of Assocation and Professional Relations of the American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304.

CONFERENCE PLANNING COMMITTEE

- American Association for Counseling and Development (AACD)
- American Federation of Labor-Congress of Industrial Organizations (AFL-CIO)
- American Society for Training and Development (ASTD)
- American Vocational Association (AVA) - Guidance Division
- Chamber of Commerce of the United States
- Department of Defense (DoD)
- Department of Education (ED) - Office of Vocational and Adult Education (OVAE)
- Department of Labor (DoL), Bureau of Labor Statistics (BLS)
- National Advisory Council on Vocational Education (NACVE)
- National Alliance of Business (NAB)
- National Assocation for Industry-Education Cooperation (NAIEC)
- National Association of Manufacturers (NAM)
- National Association of State Directors of Vocational Education (NASDVE)
- National Center for Research in Vocational Education (NCRVE)
- National Governors Association (NGA)
- National Occupational Information Coordinating Committee (NOICC)
- National Vocational Guidance Association (NVGA)

CONTENTS

OPENING SESSION

Chair: Dr. LeRoy A. Cornelson, Director
Division of Vocational Education Services
Office of Vocational and Adult Education
U.S. Department of Education

Welcoming Remarks: Dr. Robert M. Worthington.....1
Assistant Secretary, Office of Vocational
and Adult Education

Opening Address: Dr. Edwin L. Herr,.....3
President, American Association for Counseling
and Development

SESSION 2 - WORKING PARTNERSHIPS IN CAREER GUIDANCE - WHY?

Chair: Dr. Ellen Harshman, Assistant Dean,
School of Business, St. Louis University

Introductory Remarks: Dr. Ellen Harshman.....18

Panel: Education's Perspectives.....19
Dr. Norman Gysbers, Professor of Education
and Counseling Psychology, University of
Missouri - Columbia

Labor's Perspective.....22
Ms. Joyce D. Miller, Vice President,
Amalgamated Clothing and Textiles
Worker's Union

Business' Perspective.....29
Mr. John Graves, Manager,
Organization Development,
Rocky Flats Plant, Rockwell International

SESSION 3 - WORKING PARTNERSHIPS IN CAREER GUIDANCE - HOW?

Co-Chair: Mr. Robert Martin, Associate Director,
Human Resources, Chamber of Commerce
of the United States
Ms. Joanne M. Dwyer, Member,
National Advisory Council on Vocational
Education

Topic I: UAW - Ford Motor Company
National Development Training Center.....33
Mr. Richard J. Collins, Employment
Development and Training Program, Labor
Relations Staff, Ford Motor Company
Mr. Elvin Hendricks, Coordinator of Special
Projects, United Automobile, Aerospace
and Agricultural Implement Workers of
America, International Union

TOPIC II: Community-Collaborative
Career Guidance Programs.....41
Mr. Harry Drier, Associate Director,
National Center for Research in
Vocational Education
Dr. Norman Gysbers, Professor of Education
and Counseling Psychology, University of
Missouri - Columbia

Topic III: Information for Career
Decision Making.....52
Mr. Russell B. Flanders, Executive Director,
National Occupational Information
Coordinating Committee
Dr. Alan L. Moss, Program Officer, Labor
Market Information Division, Employment
and Training Administration, U.S. Department of Labor..54
Ms. Mildred M. Nichols, Executive Director,
Rhode Island Occupational Information Coordinating
Committee.....58

Topic IV: AFL/CIO's Human Resources
Development Institute
Ms. Jane McDonald-Pines, Special Assistant
to the Executive Director of HRDI.....61
Mr. Rod DuChemin, Assistant Director.....65

Topic V: Local Career Guidance Programming.....68
Dr. Dorothy E. Jenkins, Assistant Director,
Guidance and Counseling Branch, District
of Columbia Public Schools

SESSION 4 - LUNCHEON and KEYNOTE ADDRESS

Chair: Ms. Joan Willis, Director, Research and
Development, National Governors Association

Keynote Address.....72
Dr. Richard DiEugenio, Senior
Legislative Associate, Republican
Staff, House Committee on Education
and Labor

SESSION 5 - WORKERS' NEEDS AND RESPONSIVE CAREER GUIDANCE

Co-Chairs: Ms. Madeleine Hemmings, Vice President for Policy, National Alliance of Business
Mr. James Auerbach, Staff Representative, Department of Education, American Federation of Labor and Congress of Industrial Organizations

Labor's Perspective.....78
Mr. Michael M. Arnold, Executive Director, AFL/CIO's Human Resources Development Institute

Business' Perspective.....86
Mr. James Ross, President, J. Ross Associates

SESSION 6 - REALIZING THE POTENTIALS OF CAREER GUIDANCE

Discussion Leaders: Thelma Daley, Guidance Supervisor, Baltimore County Public Schools
Gisela Harkin, Guidance Specialist, OVAE

Discussion Reporters: Mary Donovan, Staff Representative, National Alliance of Business
Patricia Hooper, Chair AACD Government Relations Committee.....90

SESSION 7 - OPEN FORUM

Chair: Dr. Patrick J. McDonough, Executive Vice President, American Association for Counseling and Development.....92

APPENDIX

Conference Program.....94

Welcome and Introduction

by Dr. Robert W. Worthington,
Assistant Secretary, Office of
Vocational and Adult Education

I am pleased to be here to help celebrate National Career Guidance Week. The "Partnership" theme that you have chosen for this conference is exceptional. It fits perfectly with a major goal of the Reagan Administration -- developing partnerships between government and the private sector. About two weeks ago, the President called a meeting of some 300 people in the East Room of the White House to kick off his National Partnerships in Education Program. It features an "Adopt a School" program. The superintendent of the District of Columbia Public Schools was there. President Reagan announced that on October 13 the White House was adopting a school, Congress Heights Elementary School, in Southeast Washington, D.C.

About two years ago, we asked the National Academy of Sciences to do a study for us, to look at vocational education and economic development with a special emphasis on depressed areas, both urban and rural. We asked them to study youth employment, to take a different approach. We said, "Think of new ways that vocational education can serve as a catalyst for economic development, particularly in depressed areas." We also asked them to study collaborative efforts between education, business, industry, and organized labor and how we could improve vocational education in that regard. As a result of the study, the Department and the National Academy of Science held a National Seminar on the report, Education for Tomorrow's Jobs. The national seminar will be followed, at the request of Secretary Bell, by ten regional seminars on Education for Tomorrow's Jobs early next year.

The Report states, "We believe that vocational education suffers from being conferred generally lower status than academic education, particularly at the high school level. The status problem effects vocational education at the Federal level, in state governments, and in the administration of vocational education programs in local school districts. Vocational education is often overlooked or slighted in favor of college preparatory education."

Just to highlight a few of their specific recommendations. The National Academy of Sciences feels we should:

- involve the private sector, but that the training for employment is the responsibility of the public educational system,
- expand competency based work experience programs;
- rejuvenate and remodel apprenticeship programs;
- change the training (preservice and inservice) of teachers and upgrade their salaries;
- pool equipment at the state level and work more closely with employers;
- take a new look at financing directly to students - so that students could choose where they would like to invest their federal dollars. This is like a modified voucher system.

In addition the report said, and I quote:

"We firmly believe it is the responsibility of the public education system to prepare students for both employment and further education. We do not think the responsibility should be shifted to private employers. But we do think private employers should help significantly in the ways that we've outlined. We believe that some important and fundamental changes need to be made in vocational education if it is to do its job effectively. Probably the most important of these changes are intended to strengthen the teaching and financing of vocational education. One central change that we see as desirable, seems virtually impossible to legislate or institute. We would like to see vocational education become an equal partner with college preparatory education in the educational system as a whole. The most effective vocational programs are deserving of that respect now. And we would like to see all programs raised to that level of quality and esteem."

Mr. Al Pelletier, Chairman of the Board of Mack Truck Corporation, recently said that this statement should be framed and hung in the office of every school administrator in America.

What makes your Conference here this week so unique, is the promise it holds as the beginning of effective collaboration of key organizations, agencies and institutions that are concerned enough about career guidance and work related training to work on this first conference together. These partnerships promise to identify the real issues, develop effective strategies for change, and implement the necessary programs that are required to help each individual, whether young or old to know about education and work requirements, how to obtain the knowledges and skills to compete in the area of high technology, and how to assess and maintain an effective satisfying connection with work throughout one's career. Career guidance must keep pace with the changes confronting us. Your conference agenda has identified important topics of concern to all of us in meeting this challenge.

Before I have the pleasure of introducing tonight's keynote speaker, may I express my personal appreciation to all the persons who planned this new beginning. It gives me great pleasure to introduce to you, Dr. Edwin Herr. Ed is currently President of the American Association of Counseling and Development (formerly APGA). He is a Past-President of the National Vocational Guidance Association . . . it's a real pleasure for me to introduce Professor Ed Herr of Pennsylvania State University.

Opening Address

Dr. Edwin L. Herr
President, AACD

The opportunity to address you tonight in this keynote role has come, as of last Wednesday, as something of a surprise to me and undoubtedly to most of you. The intention of the planning committee was to have a prominent political figure discuss education policy relevant to the topic of this conference in this session. Since I am a draftee, however, I am not going to confine myself to that matter although I will touch upon it. I will instead try to address some broader contextual issues which I think are important to consider as a rationale for and as part of the process of making partnerships work in career guidance and in work related education and training. I have divided my thoughts into several themes which I hope have relevance to our deliberations in this conference. While they may be less than totally cohesive in their flow and symmetry, I hope they serve to mark out some of the terrain pertinent to the inherent complexity of our topic, and perhaps provide some stimuli for the discussions which will ensue tomorrow.

First and perhaps the overriding reason for considering such partnerships as we are discussing here is that the major problems of unemployment, worker displacement, retraining, and the adaptations of advanced technology are so complex that no sector of the economy nor any social, labor, or government institution can solve these problems alone. Rather, we must see problems whole and take system-wide views of how different parts of the public and the private sectors can interact more effectively, be seen as resources to each other, and become less adversarial in their relationships. In order to do so, the various actors in such a complex system of occupational anticipation, planning, training, adjustment and mobility must take each other into account and, indeed, reduce the stereotypes about what others know and do which so often prohibits effective cooperation.

Such reduction of stereotypes, increases in resource development, and cooperation must flow in all directions through the system. For example, much of the popular literature seems to imply that all national economic and educational problems would disappear if the genius of American business and industry would only be brought to bear on the public schools by providing teachers, providing resources, or, indeed, adopting schools. A similar example has frequently been focused on career guidance suggesting that one can only be an effective career counselor if one first works at a trade or craft or in the corporate world for a specified number of years. According to such a view, one does not need particular skills or training to be a career guidance specialist; all one needs is a certain number of years of experience in the work world. Each of us here recognizes that however appealing such observations and goals may be, they need to be embedded in the reality of the complexities with which we are trying to deal. We cannot afford the luxury of over-simplication of complex issues in coping with the society which is emerging in this nation.

Certainly schools and career guidance specialists have much to learn and to gain from more effective collaboration with business and

industry but the notions of a working partnership suggest that business and industry also have something to gain from the knowledge and experience which schools and universities and career guidance specialists have accumulated through their own responsibilities. Let me cite a few brief examples of what I think business and industry might find useful in the experience of career guidance practitioners and other educators in schools, universities, and other settings.

Some Contribution to Business and Industry from Working Partnerships

First, perhaps, it is useful to contrast the emerging approaches to personnel development in business or industry with the more traditional approaches to personnel management. While one does not preclude the other, personnel development adds perspectives on employees which personnel management does not necessarily do. Personnel development necessitates viewing employees as 1) human capital and as resources to be nurtured, not as commodities to be expended or cast aside when their productivity is low or at risk because of technological changes, 2) as persons for whom training and retraining are vital corporate issues, 3) as company assets who need preventive maintenance in the form of skill building and information much as machines require lubrication and fine tuning to insure a maximum productive life and a minimum of stress. A personnel development approach requires a holistic view of the employee as a person, not just a worker. In such a view, employees must be seen as persons who have needs for information, needs for opportunities for growth and mobility, persons of emotion who sometimes experience barriers in their private lives which inhibit their productivity in their work lives, persons who vary in their mental health, coping ability, and capacity to adjust to change and shifts in their role identity.

In such instances, Employee Assistance Plans and Human Resource Development become essential components of corporate strategic planning and implementation. If employees are viewed as long term assets to a company or a corporation, personnel policies must move beyond employee recruitment, classification, compensation systems and outplacement processes. However important such personnel management matters continue to be, other emphases become essential policy issues such as the identification of career paths, ladders and lattices and delivering information about them to employees; systematic retraining; career development; role transitions; systematic preparation for life in the organization; occupational mental health; the optimal use of employee educational benefits to increase the skill levels of such persons and to strengthen their attitudes that this corporation offers them opportunities for mobility and growth in the areas in which they are acquiring training rather than requiring them to "sell" their skills to another corporation and move on. There are many other examples which could be cited here. Suffice it to say that many personnel development concepts are really career guidance in nature. More important, they testify to the complex linkages which exist between career guidance, training, employability, and working partnerships. While I will be discussing such linkages throughout my remarks, let me first carry through with the bias I cited earlier. Just as education has much to learn from business and industry, the reverse is also true.

Both the processes and the content to deal with issues of personnel development in business and industry are areas in which

vocational education, school and college counselors, employment service counselors and rehabilitation counselors have expertise that could be extremely valuable to business and industry as they put Human Resource Development programs in place. What often seems to inhibit working partnerships among these groups are the language systems used, or the ages of persons served, or the missions of these institutions. But, in fact, aside from such matters there are similar problems in employee development in business and industry and in education as they relate to the assessment of potential and competency, the retention of the brightest and best, creating effective development plans for career paths which facilitate mobility within the institution, creating effective incentive systems to offset loss of occupational prestige or social value, providing for stress management or burnout or increased job satisfaction.

Against this context, it seems to me that the experiences of school counselors and other career guidance specialists have helpful contributions to make to personnel development in business and industry in such areas as the following:

- o providing information to workers about career paths, career ladders, the avenues and requirement for mobility within the organization;
- o classifying workers with respect to their technical skills and their psychological needs in attempts to maximize person-job fit with regard to work content, supervisory style and related factors;
- o conducting workshops and seminars for workers designed to increase their understanding of their educational opportunities, their employability skills, and their understanding of the organizational characteristics with which they interact;
- o providing support groups for workers in various types of transitions (e.g., new jobs, geographical relocations, overseas transfers, shifting family structures;
- o providing individual counseling about work behavior and career development;
- o developing career and educational resource centers by which employees can be assisted to analyze their job and training needs and find information about alternatives available to them;
- o assisting managers consider the career development needs of different groups of workers and design programs of job orientation, pre-retirement, outplacement or other responses of pertinence to their concerns;
- o participate in programs of substance abuse prevention or treatment.

Had Governor Dupont been a speaker here tonight, he would undoubtedly tell you of the State of Delaware's success in using school counselors after school and in the evening to work with displaced workers and their families in many of the areas I have just cited and others not listed here.

In turning very briefly to what vocational educators and other school and college instructional experts might provide business and industry, let me cite only a few examples.

- o models of competency-based or task-specific training and occupational competency assessment;
- o experience with individual differences in learning style and methods to respond to these experiences;
- o affirmative action and E.E.O. guidelines;
- o content, research, and instructional techniques dealing with clusters of general employability skills, industrial discipline, affective work competencies, as well as occupation-specific task development;
- o experience and techniques in training "special needs populations" in work performance skills;
- o experience in working with community-wide political and resource systems including advisory groups.

Darkenwald's (1983) recent research on cooperative programming between educational institutions and business and industry provides some validation for the areas in which cooperation could ensue or is now occurring. In this national survey of training directors of businesses and industries employing five hundred or more persons it was found that a majority of these companies used a variety of outside resources to train employees during working hours. The primary respondents in this survey were the training directors in firms which were composed of two-thirds manufacturing companies, 15 percent wholesale-retail trade institutions; 7 percent financial, insurance, or real estate organizations; and 11 percent private-sector businesses. When the benefits of cooperative programming were reduced to the two most important factors, "resource acquisition" and "outcome benefits" emerged as the most significant. The primary aspects of resource acquisition were access to needed facilities, equipment, and materials and access to instructional expertise. Increased satisfaction and increased productivity of employees were the two major outcome benefits.

The major areas in which cooperative programming was most evident or of most potential benefit were:

1) Management development including training for administrative staff and training in human relations skills for supervisors
2) Vocational training including entry training for clerical workers
3) Basic skills education including high school completion programs for employees without diplomas.

There were other areas of collaborative programming cited and there were also problems including costs, expenditures of time, scheduling difficulties, and disruptions of organizational activities. Nevertheless, it was reported by Darkenwold that the benefits of such collaboration are far greater than the costs.

Each of us here can cite other examples of what a working partnership between these sectors might contribute to and from one sector to another. I have only tried to reinforce the point that working partnerships are not simply one way streets with energy and resources flowing from business and industry to career guidance practitioners or to schools and universities. There is also an important reciprocal potential.

Having said the above, let me now turn to the other side of the equation and talk briefly about some of the contexts characteristics,and needs of career guidance and training. These will be interspersed through the remainder of my remarks.

The Contributions of Working Partnerships to Career Guidance and Work Related Education and Training

A second major reason for emphasizing working partnerships, particularly where career guidance is the focus, is an acknowledgement of the fact that career guidance does not operate in a political, social, or economic vacuum. Indeed, the content of career guidance can be defined as the opportunities for choice that a society permits or, indeed, encourages among occupational, educational, and social life style options. While something called career guidance may exist in capitalist, socialist, and communist states or in developed, developing or underdeveloped nations, the fact is that both the content and the process of career guidance in these nations differ because of variations in concepts of freedom of choice, information availability, diversity of choice, industrial and economic development, and the values and achievement images which derive from different political belief systems.

To put the matter somewhat differently, the questions about which people seek help from career guidance are really functions of how they view, or their confusion about, occupational and educational opportunities; their personal aptitudes, interests, or competence and how they might be `sold' or gratified in various settings; work expectations and adjustment; the ingredients of employability; achievement images; prestige; self-initative; social interaction; supervisor-supervisee relationships; and, other career-related matters. The resulting anxieties, information deficits or indecisiveness which these people experience constitutes much of the content with which career guidance specialists work.

Such content is not static. It is constantly being affected by changes in the occupational structure; by amendments in the demographics of the labor force and hiring policies; by changing needs for training and retraining of the labor force; by shifts in the unemployment rate and in the reasons for unemployment; by the ripple effects of unemployment -- rises in instances of mental illness, substance abuse, child and spouse abuse, suicide; by the needs for information about emerging occupations and their requirements, the occupations most vulnerable to the adoption of advanced technology, and the elasticity of skills across the work force.

In this sense our current national preoccupation with an "Age of Technology" is only the most recent example of a euphemism being used to describe a particular confluence of social, political, and ecomomic forces which are combining to create the work, choice, and psychological environments now characterizing our society and, indeed, most of the other industrialized nations of the world and thereby altering the kinds of content important to career guidance specialists and those with whom they work.

But calling something a euphemism does not make it benign. In 1981, the United States entered its eighth economic recession since World War II. The set of conditions associated with such a

recessionary cycle have persisted during the ensuing two years even though we are now seen to be in a recovery phase. We are all aware of the litany of economic and psychological despair which has accompanied the current recession. The mass media has searched for villains; matters of employment and unemployment have become increasingly strident public and political issues. Such public debate has tended to focus primarily on economic policy (e.g., Reaganomics, supply-side vs. demand-side economics, money supply) as the cause of the recessionary period with which the nation is trying to cope and a variety of schemes have been advanced to modify the economic priorities and policies of the nation. While it is not possible to absolve economic policies from responsibility for many of the recessionary pressures and outcomes, that focus alone seems not to adequately comprehend the long term transitions through which the nation is now moving.

For twenty years or more, various observers have characterized the United States to a post-industrial society. They have argued that massive joblessness was about to occur as a result of automation and mechanization of the workplace. For most of these twenty years, massive, and particularly prolonged, unemployment did not occur. Therefore, the periodic recessions and temporary rises in unemployment were attributed to economic factors rather than to the playing out of the deep structural changes in the manufacturing processes and occupational characteristics of the United States as it settled into the full reality of its post-industrial status.

Whether one uses terms like post-industrial or Third Wave (Toffler, 1980), the effects are the same. The United States has been and is undergoing a major change from reliance on heavy industrial manufacturing of durable goods -- e.g., steel, automobile -- and high volume standardized production to an industrial base which rests upon increasingly tailored and precision production, advanced technological innovation applied to the production of goods, and a labor force engaged primarily in service occupations concerned with information generation and processing relevant to goods production, transportation, communications, and retailing. At the heart of such transitions is computer technology (Ginzberg, 1982), microprocessors and microcomputers, industrial robots, telecommunications, and electronic data handling (Riche, 1982).

As a result of such mechanization and technological applications, the current labor force is comprised of only 3 percent engaged in agriculture, 32 percent in the production of goods (mostly manufacturing) and 65 percent, and increasing, engaged in service occupations (defined in the broadest sense to include all enterprises not engaged in the production of goods -- mining, manufacturing and construction -- or agriculture) (Ginzberg, 1982). In comparison, in 1940 approximately 54 percent of the population was engaged in goods production and at the height of World War II, 70 %. Perhaps even more dramatic is the statistic that of all new jobs added to the economy from 1969 to 1976, 90 percent were in services (Ginzberg, 1982).

Obviously what all of these statistics reflect is that we have created an environment in which training and retraining become center pieces. But, again we find major dilemmas for career guidance and for work related education and training. For example, if counselors, employees or students believe that what is happening in this nation is only economic, they likely will try to wait it out, get their old job

back or take one which is currently visible and traditional. If, instead, they understand that what is happening is a significant change in the occupational structure, they are most likely to look for emerging occupations, and get training or retraining as the case may be.

Any informed perspective on the present and future requirements of the American economy must accept the reality that training, employability, and employment are tightly linked. However, the linkages are complex, not simple, in their content and character. Training and employability depend on the availability of an employment environment which provides opportunities for those who are trained in general and in specific employability skills. The employment possibility structure is dynamic as a function of economic policies and events, both domestic and international. Therefore, the linkage of training, employability, and employment is influenced by the provision of information to training settings about areas of emerging demand so that structural mismatches between the employability potential of the labor force and the requirements of the employment structure can be minimized. Such information must also be made available systematically and with sufficient lead-time to workers and potential workers through career guidance mechanisms so that choice of preparation through training related to occupational availability will be facilitated.

Issues in Work Related Education and Training

Although such statements are accurate, they are also simplistic. There are structural barriers to meeting such broad general goals which must be recognized and addressed. For one, training in the United States, whether for purposes of general or specific employability skills, has not developed as a system, but rather as a collection of enterprises in different types of institutions, at different levels, for varying purposes, and available to different definitions (Swanson, 1982, p. 40). Such training resembles a patchwork about which available information on access or outcomes is less than is desirable and not communicated to training settings or career guidance as comprehensively as would be helpful. Therefore vocational education and other parts of the training network are frequently criticized for preparing people for jobs which do not exist or with skills so specific that they become rapidly obsolete (Thurow, 1977). In fact, the problem is not solely the responsibility of those who train but of those who will be using the products of the training. Information and cooperation in identifying necessary skills, emerging occupational demands, instructional resources, school-industry cooperative agreements for joint provision of formal instruction/on-the-job training combination each require more systematic attention than is apparent in many parts of the nation.

In essence, the nature of employability and the content of training are dynamic in their potential relevance to the requirements of the occupational structure which is emerging.

In large measure, employability is learned. The concept can be dismantled into its component parts of general and specific employability and training can be designed to facilitate the acquisition by youth and adults of the knowledge, attitudes, and skills which comprise the various types of employability. In such instances, training and employability are linked together. But one of the overriding issues inherent in this linkage, according to Pat Choate (1982) and others, it that there is not now a sufficiently comprehensive national training policy available to avoid structural mismatches now occurring. Therefore, the delivery of training which occurs is not well coordinated across public and private sectors, formal education and in-firm settings, pre-employment and on the job training. These problems are also uneven in their effects across states and localities. A major factor exacerbating these problems is the lack of an information system adequate to the task of informing educators of changing skills and employability requirements and of providing persons choosing work initially or relocating within the work force sufficiently fine tuned information about needs and opportunities to permit individual planning to be as effective as it otherwise might be. The National Commission for Employment Policy (1981) has argued for a labor market and training information system of national scope to aid in diagnosing occupational training problems and assessing programs (p. 41). Among the factors to be considered in such a system would be projections of job openings, student course performance and enrollments, personnel and equipment commitments, and alternative suppliers of training (p. 46). Such a system would be intended to accurately anticipate structural changes in occupational demand and supply patterns and increase the coordination between the institutional suppliers of training and the markets for trained or trainable labor (p. 53). Therefore, planning, shared information, and mutual responsibility among governments, educators, employers, and unions need to reach the levels of cooperation the current structural transition would seem to warrant.

The second concern has to do with the diversity in employability training which needs to be considered, given the characteristics of the labor force. The labor force, both youth and adult, is comprised of sub-populations which vary substantially in the development of employability. A sizable proportion of the adult population is functionally illiterate; other groups have emotional, communication, or interpersonal problems which constrain their employability; still others require retraining in technical skills to replace those work performance skills which are now obsolete. Unless certain groups in the labor force are to be relegated to permanent unemployment and welfare, training for employability must include literacy and numeracy, general employability skills, and occupation-specific technical skills tailored to the requirements of an occupational structure which is itself in flux. Obviously, changing the basic social and academic skills, general employability skills, and specific employability skills of such persons is not amenable to simple short-range "fixes". Long-term, multidimensional programs seen in order. In such instances, the need for career guidance and counseling built around skill-centered approaches, broadening of training opportunities, cognitive restructuring, and social development is enormous. It is also

important to deal with the multiple problems inherent in many segments of the labor force. Their problems are not unidimensional - it isn't that they only need training, however important that is. They also need to deal with their own attitudes, work habits, and values.

Thus it is important to see job training as something more than an isolated event in the life of a worker or potential worker. Job training must be seen as part of a developmental process by which participants gain labor market information, an orientation to the behavioral norms and expectations that characterize the work place, a commitment to future trainability, the work habits by which personal productivity can be maximized and the tools of job search by which access to the work force can be enhanced (Herr, 1982, p. 177). These dimensions, too, would seem to be a schema by which to solicit the contributions of those involved in a working partnership.

High Technology Generate Human Problems and Needs For Career Guidance

A third major reason for working partnerships between career guidance, labor unions, business and industry, and education is that, in the last analysis, the problems of "high technology", "advanced technology", a "post industrial society", the "third wave" or any other euphemism we wish to use are not scientific or technical problems, they are human problems. There can be little doubt that this nation possesses the scientific and technological creativity to build newer and more complex machine - machine systems, to miniaturize computer technology, to wed microelectronics and information processing, to alter the way work is done, to mechanize or robotize work, to design biological organisms to carry out certain industrial processes, or to amend the interactions between people and machines. But obscured by all this activity is the fact that technological change throws a very long shadow. It stimulates all sorts of occupational and career transitions for millions of people. One national study recently suggested that some 40 million Americans are in job or career transition every year. At each of these transition points there are multiple needs for values clarification, training and retraining, exploration, decision making, information, planning, support and encouragement.

However they are viewed, through bioscientific or technical lenses, the effects of technological changes upon each individual in the society will be dramatic and probably different depending upon what youth or adult subgroup of the population they occupy. For some people, the major concern will be how to acquire the exploratory opportunities and information they need to access a rapidly changing occupational structure; for others the main issue will be identifying emerging training needs and obtaining appropriate retraining; for others, the issue will be whether they can cope at all -- will they be permanently unemployed in the wake of skill changes and work habits they can not understand or seem to acquire. For these groups and others, the effects of advanced technology will influence the security or the insecurity which they feel about themselves and their society; the achievement motives which they are likely to pursue; their knowledge about and feeling of ability to master the opportunities available.

All of these emphases suggest that career guidance represents a major instrument of information, encouragement, planfulness, and

support during the types of transition the nation is now undergoing. In the various settings in which career guidance occurs it becomes a linkage mechanism, a potential connection, a bridge between individual and society as people are helped to project themselves into the future and test its likely realities, plan, and prepare for such eventualities, and act in accordance with such a plan. But as suggested before, such outcomes can not occur unless working partnerships exist by which accurate information about training and employment opportunities is available and systematically shared. Also necessary are working partnerships by which cooperation in the identification and creation of internships, apprenticeships, career shadowing experiences, and jobs ensues. These must be jointly developed as complete programs of subsidy, quality experience, exploration, counseling and assessment, and reflective learning opportunities by which persons can move systematically from school to work or unemployment to work. To be effective, such programs require a sustained program of good will, money, and understanding of the complexities at issue.

Another very important reason for working partnerships between career guidance, work related education and training, and employment settings has to do with cost-benefit ratios and program effectiveness. A fairly large empirical base has developed over the past two decades which show that career guidance does contribute to increased self-esteem and to a more realistic self-concept, to effective decision making, to improved problem-solving, to gains in career planning and career maturity, to enhanced job search and interview skills, to communication skills, and human relations at work, to reductions in substance abuse and to the rehabilitation of physically and emotionally handicapped persons.

Although rarely recognized as such, each positive research finding in these areas carries with it an economic factor. As students are helped to negotiate the school to work transition successfully or a worker is helped to attain adjustment, satisfaction and heightened productivity at work, the Gross National Product is enlarged by those successes as is the productivity of a particular firm or institution. Thus, career guidance specialists and counselors can not be viewed only as consumers of resources, they are also generators of resources.

Where cost-benefit ratios have been assessed, Employee Assistance Plans, Human Resource Development systems and career guidance programs tend to yield very favorable results for the agencies and corporations in which they have been introduced. With regard to alcohol problems, for example, Olbrisch quotes an unpublished study done at the Kennecott Copper Corporation (1975). This corporation has estimated a return of $5.83 per $1.00 cost per year for its substance abuse program. This financial impact is estimated from reduced absenteeism, reduced hospital, medical and surgical costs, and reduced costs of nonoccupational accident and illness. In a similar study in the Lansing, Michigan, Oldsmobile plant (Alander & Campbell, 1975) the records of 117 workers who participated in an alcohol and drug recovery program were compared with twenty-four known substance abusers who did not participate in such a program. While the latter group worsened in terms of lost man-hours, sickness and accident benefits, leaves of absence, and disciplinary actions, the treated employees improved in every category and experienced a large drop in lost wages. Most such

programs include psychotherapy as well as career counseling and related processes placed in a systematic program.

When students have been helped to stay in school or reduce their floundering from school to work equally significant results have been obtained.

Working Partnerships Are Essential to Effective Communication Between Training and Employment Sectors

A fifth major reason for working partnerships has to do with increasing the communication about what business and industry can expect from career guidance and vice versa. For example, Freedman (1980) has contended that "job training encompasses maturation in general, socialization to work and the workplace, basic education and, finally, occupationally-related skills. In real life, among real people, these aspects are interdependent; successful work experience depends on their co-existence" (p.1).

However, there is a large amount of possible variance in the content of training possible in any of the areas cited by Freedman. It is obvious that consortia of employers, labor union officals, and other persons representing work settings must assist educators determine the content of affective work competencies, occupation-specific task skills, firm-specific task skills, and general employability skills. Since many of these are dynamic, they need to be constantly reviewed as the substance of job training and as the elements of employability for which career guidance provides information, support, and specific skill building experiences.

In the final analysis, abstract criticism of work related education and training or of career guidance makes very little sense. What is at issue is what behavioral or skill outcomes are they capable of producing, what subset of these is most relevant to the needs of employers, the emerging occupational structure, and to job access, and are they producing such outcomes. Such matters are the substance and the raison d'etre of working partnerships.

Career guidance in the United States and many aspects of education have become increasingly concerned about facilitating the acquisition of specific types of skills that young people need as they explore, anticipate, and prepare for the adult world of work. They have built their emphases around major statements of developmental tasks, general employability skills, or affective work competencies which research and theories suggest are important. Unfortunately much of the current cry for educational reform is silent about the importance of career guidance or about the specific outcomes to be pursued as a result of education.

Good education means different things to different people at different historical periods. But, it is important to note that it is one thing to contend that more students should be taking more mathematics and science, more foreign languages, more social studies, etc., and another to identify the generalizability of these skills in effective adulthood. Thus, there are also questions of what behavioral outcomes we want students to achieve as a function of schooling. In 1975, I chaired testimony for APGA before the Education and Labor Subcommittee on Elementary, Secondary, and Vocational Education of the

U.S. House of Representatives in which I contended that a constellation of knowledge and skills important to educational achievement, to career development, and to work satisfaction and adjustment could be identified and these should receive systematic educational responses in the elementary and secondary schools. These included:

1. A knowledge of one's own strengths and weaknesses, preferences, and values, and the skill to relate these to the educational and occupational options available. The ability to make a realistic self-estimate.
2. An ability to use existing exploratory resources--educational opportunities, part-time work, books, audio-visual resources--to test personal characteristics and choices.
3. A knowledge of educational, occupational, and social lifestyle options and the skill to determine the interactions among them.
4. An ability to choose--that is, to understand and apply the decision-making process purposefully and rationally.
5. Skills in interpersonal relationships--the ability to work cooperatively with others; to understand worker-supervisor relations; and to adapt to different people and conditions.
6. Employability and job-seeking skills--an understanding of applications and interviewing behavior.
7. An understanding of personal roles as an employee, a customer, a client, and as an entrepreneur.
8. An understanding of the interdependence of the educational and occupational structures, the pathways between them, and the relationship of subject matter to its application in professional and technical vocational settings.
9. A knowledge of how to organize one's time and energy to get work done, to set priorities, and to plan.
10. An ability to see oneself as some one, as a person of worth and dignity, as a basis for seeing oneself as something.

These are consistent with the perceptions of other observers about the sorts of behaviors that underlie effective employability in a technological age. Self-identity, career awareness, economic literacy, decison-making prowess, and employability are all elements of a competent personality in American society. Such goals of education as these can no longer be treated as by-products of abstract verbal learning. They are worthy in their own right of systematic treatment. Many observers contend that academic skills and work must be treated as interrelated rather than separate. Darcy (1969), for example, has indicated that the basic skills related to work success include communication skills, computational skills, manual dexterity skills, and skills in group organization and human relations. It is his position that employability, productivity, and earning power are enhanced by verbal skills (reading, writing, and speaking), mathematics, manual skills, and the ability to work effectively with other people. These skills are basic, versatile, transferable, open-ended, and elastic. They represent human capital virtually immune to obsolescence.

Marland (1972) has argued that interpersonal and organizational understanding are "survival skills" without which one simply cannot exist in a modern nation-state. James Coleman, the distinguished sociologist and chair of the Panel for Youth for the Science Advisory of the President of the United States has argued that before a student

becomes 18, the educational system should provide the following basic skills:

1. Intellectual skills, or the kinds of things that schooling at its best, teaches.
2. Skills of some occupation that may be filled by a secondary school graduate so that every 18-year-old is accredited in some occupation, whether he/she continues in school or not.
3. Decision-making skills, or those skills that help one make decisions in complex situations where consequences follow.
4. General physical and mechanical skills, or skills that allow the young person to deal with physical and mechanical problems which may be confronted outside work, in the home or elsewhere.
5. Bureaucratic and organizational skills that allow one to cope with a bureaucratic organization, as an employer, a customer, a client, a manager, or an entrepreneur.
6. Skills in caring for children, old people, sick people, or other dependent people.
7. Emergency skills so that one can act in an emergency or an unfamilar situation in sufficient time to deal with the emergency.
8. Verbal communication skills to be used in argumentation and debate (1972).

The behaviors cited here are not exhaustive of what might be said about necessary content in education but they reflect a continuing concern that basic education reform of any kind be mindful that at the center of concern must be individual needs for knowledge and skills which have general currency in the society which they will occupy. Certainly, math, science, and English skills may be the ultimate employability skills in the emerging society of sunrise industry, information processing, microelectronics, and genetic engineering. But many workers will still need the skills of self understanding and of interacting with others, of understanding and performing within a work context, of being teachable and open to training and retraining, of amenability to lifelong learning and constructive use of leisure. Most of these behaviors have their own content and skill dimensions which are learned; they do not simply occur in one's behavioral repertoire. They would seem to be legitimate, indeed essential aspects of education, if we hope to educate workers who are adaptable, who value work, and who are competent to manage their own career progress, not simply shed the responsibility for it and blame others if their occupational life is not positive and fulfilling.

The trends that do seem to be clear as a result of advanced technology and the structural transitions in work which are now occurring, suggest that those most at risk will be the least educated, the least skilled, new entrants to the work force. Implicit in such questions is how does educational reform reflect attention to the needs of the mentally retarded, the slow learner, the learning or physically disabled? Will these persons make up a permanently unemployed underclass? Will their potential equity in the labor market of the nation be even more vulnerable than it is now? Will they be people without choices or freedom of choice with respect to their place in the work force? While these are questions which education must be concerned about, they are most appropriately issues of national, state, and local policy and, indeed, concerns of labor and of employers.

Neither counselors nor educators really control the availability of jobs, the kinds of jobs available, or the degree to which job redesign fits jobs to worker characteristics. Counselors and educators through various types of educational reform can help students to become increasingly employable but that's not to say they will be employed. The latter is a function of increased cooperation between education and industry, enlightened employment policies, the types of firm-specific training and retraining availability present in work places, macro-economic fiscal and monetary policies, community efforts to attract industries offering different types of work opportunity for its citizens. Perhaps as important as any of these things is a national information system that is less fragmented than is now true about job availability, the requirements of new and different work configurations or contexts, and likely job vacancies (for example, the United States is the only western industrialized country which does not have a compulsory program of information about jobs becoming vacant or available). Thus, the transition to work or between jobs is less smooth and systematic in many parts of the nation than it might be, skill elasticities of workers moving among jobs are often unclear, and the identification of and planning for training programs to fill critical technological shortage is spotty.

I sincerely believe that there are educational programs and personnel of great quality throughout the nation preparing future workers. The problem is not a lack of ideas or will, but instead an unevenness of resources and expectations for educational outcomes from community to community or state to state, less than comprehensive cooperation in planning and sharing information between industry and education, and the frequent imposition of short term fixes for long term problems which causes schools to change program directions abruptly or to cope with new expectations without the resources to do so. In short, the best of career education and career guidance programs now available, the best instruction in math and science and social studies, foreign language, English, the best of vocational education is equal to any challenges this nation faces. Our problem as a nation is to distribute these programs of excellence more widely across student populations and communities, and to achieve working partnerships which endure and that are based on mutual benefits and trust.

Alander, R., and Campbell, T. An evaluative study of an alcohol and drug recovery program. A case study of the Oldsmobile experience. Human Resource Management, 1975, 14, 14-18.

Choate, P. Retooling the American work force. Toward a national training strategy. Washington, DC: Northeast-Midwest Institute, July 1982.

Coleman, J.A. How do the young become adults? Review of Educational Research, 1972, 42(4), 431-440.

Darcy, R. L. Manpower in a changing curriculum. American Vocational Journal, 1969, 44(3), 57-60.

Darkenwald, Gordon. Perspectives of business and industry on cooperative programming with educational institutions. Adult Education Quarterly, 1983, 33(4), 230-243.

Freedman, M. Training and motivation. Chapter 11 in A review of youth employment problems, program, and policies. Vol. 3. Washington, DC: The Vice President's Task Force on Youth Employment, 1980.

Ginzberg, E. The mechanization of work. Scientific American, 1982, 247(3), 67-75.

Herr, E. L. Career development and vocational guidance. Chapter 6 in Education and work. Eighty-first yearbook of the National Society for the Study of Education, Part II (Harry F. Silberman, Ed.). Chicago: University of Chicago Press, 1982.

Marland, S. P. Career education 300 days later. American Vocational Journal, 1972, 47(2), 14-17.

National Commission for Employment Policy. The federal role in vocational education. Washington, DC: The Commission, 1981.

Olbrisch, M. E. Psychotherpeutic intervention in physical health. Effectiveness and economic efficiency. American Psychologist, 1977, 32(9), 761-777.

Riche, R. Impact of new electronic technology. Monthly Labor Review, 1982, 105(3), 37-39.

Swanson, G. Vocational education patterns in the United States. In Education and work, Chapter 2. Eighty-first yearbook of the National Society for the Study of Education, Part II. (Harry F. Silberman, Ed.). Chicago, IL: University of Chicago Press, 1982.

Thurow, L. C. Technological unemployment and occupational education. In T. Powers (Ed.), Education for careers, policy issues in a time of change. University Park, PA: The Pennsylvania State University Press, 1977.

Toffler, A. The third wave. New York: Bantam Books, Inc., 1980.

Panel: Working Partnerships in Career Guidance - Why?

Chair: Dr. Ellen Harshman,
Assistant Dean, School of Business,
St. Louis University

I count it a privilege to be with all of you this morning as we look at issues related to partnerships among and between educational institutions, professional associations, business and industry and the labor organizations with regard to career guidance and vocational development. Each year the National Vocational Guidance Association (NVGA) sponsors a week in November, that is designated Career Guidance Week. This is to "celebrate" career guidance accomplishments and to call attention to relevant concerns by focusing on the topic for an entire week. Whether it is a happy coincidence or the result of masterful planning, it happens that this conference occurs during the 18th annual National Career Guidance Week. As a representative of NVGA, I congratulate the planning committee on your timing.

In his proclamation regarding NCG Week, President Reagan noted that (and I quote) "As America faces an ever more competitive world marketplace in the future, the quality and training of our workforce will play a crucial role in maintaining our leadership in commerce and industry." That is an important challenge to all of us and was echoed in last evening's comments by Ed Herr as he directed our thinking to the maximum use of all our resources as partners in this endeavor.

I was delighted to be able to share a plane ride yesterday morning from St. Louis to Washington with Dr. Norman Gysbers. That was a special treat for me because I was able to learn more about a man who is a national and internationally reknowned expert in career development. Norm has just recently returned from a consulting trip to Indonesia. As a professor of education and counseling psychology at the University of Missouri in Columbia, where he did his doctoral work, he has worked to establish partnership projects to more closely link education and business and industry. Norm's accomplishments are so numerous, it's hard to know what to say. He is a respected and innovative educator, mentor to his students, and recognized leader in his profession, having served, for example, as president of AVA, NVGA and of APGA (currently AACD). Dr. Gysbers' professional accomplishments are an inspiration to us all and indicate his commitment to the topic we're dealing with this morning. After the introduction I had yesterday, I'm certainly interested in what Dr. Gysbers has to share with us today.

Norman C. Gysbers,
Professor of Educational and Counseling Psychology
University of Missouri-Columbia

Today, as we consider the topic of working partnerships in career guidance, it is clear that we are at a time and place in the history of our nation when such partnerships among labor, education, business and industry, and government are not a luxury; they are mandatory. I hope that this conference will be the first of many such conferences to help us explore the ways and means to establish and carry out such partnerships.

Before I look briefly at some of the issues involved in why such partnerships are not a luxury but are mandatory, I would like to take a moment to explain how I view career guidance and counseling. The reason I want to do this is because I've found, over the years, as I have been involved in some partnerships, language is very important. Each group, each constituency has its own language, and that is as it should be. But there also needs to be a language of partnership. When we are talking about similar things, we need to understand each other.

When I use the terms career guidance and counseling, I am not describing something that occurs in schools only. What I am talking about is a comprehensive system of programs and services that take place in a wide variety of settings--schools, labor, business and industry, and public and private agencies. Different titles are used to describe these programs and services. In some settings the label career guidance is used. In other settings career counseling is emphasized, while in other settings it's called career development programming or human resource development. But the focus is similar; helping individuals, the agency or organization, and society grow and develop. So, when we talk today about career guidance and counseling, I trust that our perspective is one that takes all of these settings into account. In addition I trust that our perspective today takes into account that career guidance and counseling do not focus on only one part of life at some time period but on life roles, life settings, and life events over the life span.

Because career guidance and counseling takes place in a variety of settings, the techniques used may be different. However, the goal, no matter what the settings, is to help people grow and develop in the community in which they live and the place in which they work and interact. As we work together, we need to focus on the common ground we stand on; on the similarities that cut across the various settings that we represent. Some of these similarities include helping those with whom we work develop or improve their career planning and decision making skills. Increased productivity, worker mental health, and the quality of work life also are important common goals for career guidance and counseling.

Sometimes the thrust of career guidance and counseling is developmental. Sometimes it is remedial. In most settings however, it is both. Also, career guidance and counseling programs and services in these many settings employ professionally certified personnel as well as paraprofessionals in a team approach.

Now, let me turn to why partnerships are mandatory. For me, the main reason is that they can bring people and resources together in the form of effective career guidance and counseling programs to assist individuals to grow and develop in the context of the society in which they live and work, in a way that individual groups cannot do alone. The whole is greater than the sum of the parts is another way of putting it. By working together many different populations can be served including children, young people, men and women, displaced homemakers, displaced workers, minorities, and individuals with handicaps. In other words, through partnerships, career guidance and counseling programs and services have the potential of serving individuals of all ages in all communities.

Another reason career guidance and counseling partnerships are mandatory, in my opinion, is that they provide a linking mechanism between people and institutions; a linking mechanism that helps relate individual needs to the realities of the work place. In this way career guidance and counseling programs become a major tool in economic development and, if you will, national development. As Ellen pointed out, I recently returned from a meeting in Jakarta, Indonesia. The theme of the meeting was on the role of career guidance and counseling in economic/national development. I appreciated that theme because we often do not link career guidance and counseling to economic/national development in our country.

As we consider why career guidance and counseling partnerships are important, it becomes clear that the needs of individuals, of our economy, yes, of our society, are much greater than can be met by any one group or organization. The tasks involved will require the contributions of all of us. All of us, through our own organizations and agencies have access to information and resources. By putting such information and resources together the impact can be substantial.

To accomplish the tasks that can and should be done through partnerships, however, will require some changes in the way career guidance and counseling is viewed. Improved correspondence between career guidance and counseling programming and goals, and the content, structure, and policies that govern these programs will be required. In other words, career guidance and counseling programs, whenever and wherever they take place, must be carried out in a way commensurate with their importance. Sometimes I find that people will say career guidance and counseling are important but then there is little follow through. "Lip service" is given but little follow through commensurate with the importance of the program is provided.

In closing let me share an experience with you. Fifteen years ago I was involved in a project called the Industrial Information Institute. The Institute was established to bring counselors and teachers and business, industry, and labor personnel together to share and talk about common problems and concerns. Out of that Institute came the idea of an organization for the greater St. Louis area called Project ABLE--the Association for Business, Labor, and Education. It was to be a partnership for career guidance and counseling. Unfortunately, for a variety of reasons, it never got off the ground. Today, let's think of the anachronym ABLE as we think about the why of partnerships. Partnerships are needed so that we are ABLE to meet the needs of individuals and society. This is not easy to do, and all of

us recognize this, but it is necessary to do more than ever--we need each other.

Partnerhips are the heritage of career guidance and counseling. At the turn of the century, NVGA was born as a collaborative effort of education and business and industry to assist young people in the transition from school to work. It is our heritage but we now have to carry out the promise of that heritage. Career guidance and counseling partnerships are mandatory so that all of us--education, labor, business and industry, agencies--can work together to help all individuals grow and develop in the society in which they live and work.

Thank you very much.

(Dr. Harshman)

When I arrived yesterday, David Pritchard gave me a summary of the truly incredible professional accomplishments of Joyce D. Miller. What I read indicated to me a life's commitment to work on behalf of labor with particular concern for women in the work force. Ms. Miller has undergraduate and graduate degrees from the University of Chicago. Presently, she is Vice President and Director of Social Services of the Amalgamated Clothing and Textile Workers Union, National President of the Coalition of Labor Union Women, and Member of the Executive Council of the AFL-CIC. This morning as we talked she said that it's important for her that you know that she's a trustee of the George Meany Labor Studies Center. I could tell by my brief introduction to her, that she is a respected and dedicated leader, Ms. Joyce Miller.

Ms. Joyce D. Miller,
Vice President, Amalgamated Clothing
and Textile Worker's Union

Ellen, thank you very much. I'm delighted to be here . . . If I!(was going to summarize in advance what I'm about to say is to have meaningful career guidance, training, and education can only take place in a full employment economy and that second, training has to be directed toward jobs that actually exist.

Working people and their families, the people that I represent, have been devastated by economic recession over the past two years. And even though we see our improvement in the economy, we have to put that in context. Unemployment is now down to 8.8% and we all say, "Isn't that wonderful!" When President Reagan took office the unemployment in this country was 7.5%. I do want you to keep that in mind. The number of jobs has declined by nearly 2 million, unemployment has risen to record postwar levels and whole industries, communities and regions have been harmed and weakened. The prospects are not good for sufficient job opportunities, and adequate income and freedom from the mental anxiety that comes from threatened financial well-being.

The labor movement is deeply concerned about the unparalleled need for appropriate job and training services, to return the victims of the recession and of structural changes in the economy to productive employment. For this reason, there is strong labor participation in planning and trying to provide services and we feel it is more important than ever to provide career guidance and training, today more than any time in the history of our country.

Unfortunately, the glimmering of a slow, uneven and fragile economic recovery fails to help hard-pressed workers and recession-wracked industries. Nothing less than a major shift in fiscal and monetary policies will stimulate needed growth and economic renewal and we must combine this with a program for major relief and reindustrialization.

Even under the optimistic assumptions of the Reagan Administration's July 1983 budget review, it would take three more years before unemployment is down to 7.5 percent, the rate when President Reagan took office.

Millions of American workers and their families are suffering from loss of jobs, loss of job security, reduced income, unfair taxes, regressive social policies, and destruction of long-established protections for workers, consumers, and the environment.

Imports continue to undermine our basic industries, such as steel, auto, and apparel. In the apparel industry alone we have lost over two million workers because of low wage imports from other countries, while service industries are being threatened and spreading to the newest advanced electronic and computer industries.

Meanwhile, technology continues to change the structure of the U.S. economy, the mixture of industries, the location of industries and jobs, and the nature of occupations, education and skill requirements. And foreign nations continue to subsidize key industries - industries overseas are being subsidized by their governments while ours are not. They dump goods below cost, restrict U.S. exports, and devalue their currencies in relation to the dollar to promote exports to the United States.

Plant closing and major layoffs continue to displace thousands of workers and disrupt local communities.

The nation's infrastructure continues to deteriorate. Investment is falling far behind the nation's need to maintain and improve basic support facilities like roads, bridges, water facilities and sewers, which are critical to private-sector investment to raise productivity and create jobs as well as to the health, welfare and safety of the citizens of this nation.

The gaps and disparities in income in the United States have widened. Poverty is on the rise. A two-tier economy brings higher income and better living for a fortunate few at the top, but most American families are losing ground.

Economic growth even under the most optimistic assumptions will be too slow and too feeble through the 1980s to provide enough jobs for those millions of workers now without work, for those entering or reentering the labor force, and for those displaced from their jobs by technology and by trade-related job destruction.

The commitment to full employment set forth in the Humphrey-Hawkins Bill and Balanced Economic Growth Act of 1978 must be fulfilled. Full employment is a moral, social, political and economic imperative. Economic efficiency and productivity improve at higher levels of output.

To move American faster toward full employment and balanced economic growth, jobs must be created in the private sector and in the public sector for the millions of men and women who cannot find jobs. It is clearly in the economic and social interest of the nation to put Americans who are able and willing to work in productive jobs that produce goods and services, generate taxes, and stimulate the economy, particularly in communities with especially high unemployment.

Jobless workers should have the opportunity for training in skills that lead directly to jobs. I must tell you that one of the key things that we see in our own union, and I work with the vocational

rehabilitation people. We have had a 3 year program working with the hadicapped. One of the frustrations is training people who are handicapped for jobs that do not exist. We see it with several groups in our society. The Job Training Partnership Act of 1982 with its lack of income support during training, its business-dominated structure and its abysmal underfunding is totally inadequate to the nation's employment and training needs.

Private and public sector training, including on-the-job training and upgrading and apprenticeship programs, need to be broadened. Training allowances and income support should be available for workers in training programs.

Job and training programs for displaced workers and youths should be greatly expanded. There should be more targeted job training opportunities for adult workers, including women and minorities, and other groups with special needs.

Legislation is needed to protect workers and local communities against serious injury from plant closings. Such legislation should stop tax incentives for plant closings, require advance notice, protect workers' health and pension rights, provide training for dislocated workers, assure union successorship, and provide other protections and assistance for workers and communities hit by plant closings.

America needs a coherent and comprehensive industrial policy to rebuild the U.S. economy, to speed up healthy, balanced economic growth, and to strengthen the nation's response to international economic competition. To maintain economic and national security and to meet international challenges, American needs its basic industries as well as new high tech industries. Job training programs are an essential part of such an industrial policy.

It is generally acknowledged that we have entered an era in which careers may change several times in the course of one's working years. Entering a certain occupation following high school or college and pursuing that same career to the point of retirement will not be a common occurance. The art of continual learning, therefore, will be an important factor in helping the individual to adapt to new skill requirements.

The National Commission on Excellence in Education's Report, "A Nation at Risk: The Imperative for Education Reform," makes this observation:

> "In a world of ever-accelerating competition and change in the conditions of the workplace, of ever-greater danger, and of ever-larger opportunities for those prepared to meet them, education reform should focus on the goal fo creating a learning society. At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. Such a society has as a basic foundation the idea that education is important not only because of what it contributes to one' career goals but also because of the value it adds to the general quality of one's life."

It reminds me of a sentence that Robert Hutchins once said, when he was speaking to a group, "I wish that we could give a bachelor's degree to every child who was born, and then we could get on with the process of education."

Such reform should be directed not only toward the academic, college bound student but also toward students in the secondary vocational education system. Too often, this group of students has been offered reduced academic opportunities replaced by specific skill training which limits their future employability to low-skill, low-paying jobs. Vocational students should continue their core academic subjects while at the same time receiving broad, general training that leads to adaptive skills. Vocational education should be held to the highest possible standards in both the practical and academic education offered to students.

Twenty-five years after Sputnik, this nation is once again taking stock in its competitive position, economically and scientifically, and in the human capital resources that make competition possible. Our technological competence, the condition of the nation's infrastructure, the lagging economy and the nation's defense -- all are behind a new recognition that quality math and science education are important. The prediction that many will change jobs periodically together with the uncertainty about the labor market has led many, including the leaders of the business community, to call for more math and science education for all students.

What will the result of a labor surplus continuing perhaps even into the 1990s? What will excessively high unemployment do to America?

Waste of human and material resources on a stupendous scale occurs when millions of Americans can't find jobs. The nation loses $100 billion in goods and services and in income for every one million jobless workers.

Human suffering, dependency, frustration, and alienation increase among the unemployed. Crime, social unrest, and family breakdowns occur more often when unemployment is high. Living standards fall, or rise very slowly, when econmic growth and job creation slow down and unemployment rises.

The U.S. competitive position in the world economy is weakened when continuing labor surplus, lost income, lost buying power, and lost production reduce U.S. output and productivity. A serious consequence of a continuing labor surplus is the loss of a sense of national purpose and national will, a loss of confidence in the nation's economic, social and political institutions, a loss of nerve, a loss of belief in the capacity of a democratic society to meet and solve the nation's problems in the last two decades of the 20th Century.

The AFL-CIO insists that there are solutions to the labor surplus, and that these solutions must be put into effect promptly and decisively. Unless successful solutions are put into effect, America in the 1990s will be more and more unstable -- and will be operating far below its full potential in an increasingly competitive world economy.

The rapid introduction of high technology and automation into the American workplace is threatening to overwhelm the nation's industrial workforce. During the 1970s, new technology made possible a six-fold increase in labor productivity in hi-tech industries, in large part because of the cooperation of the workforce. Yet one of the results of this development is a shrinking job base and obsolescence of many traditional jobs.

As industries triple their spending on automation, to $5 billion a year by 1985, its estimated that 45 percent of all American jobs could be affected by factory and office automation, with much of the impact occurring before the year 2000. About 38 million of more than 50 million existing white-collar jobs could be affected by automation, 20 to 30 million of them before 1990.

The major immediate impact will be on blue-collar manufacturing jobs. A 1981 study maintains that current state-of-the-art robots could perform about 7 million existing factory jobs. When I was in Japan, I had the opportunity to see the robots in an auto factory, and if you watch these mechanized robots they become almost human. Some of the Japanese workers had put names on the robots.

The automobile industry is particularly prone to automation and robotization. Use of robots is increasing rapidly and a study from Chase Econometrics predicts that 25,000 robots and other computer-aided technology systems will displace 20 percent of the industry's workforce, an estimated 130,000 jobs, by the 1990s.

In non-automobile manfacturing, the use of robots has been growing at a rate of 30 to 40 percent annually and a Congressional Budget Office analysis predicts that this will result in the loss of three million jobs in the near term.

The new generation of robots are far more sophisticated than their predecessors. New robots can "see" with television camera "eyes" and can "fell" with touch and force sensors that feed their impulses into a computer.

Computer-aided design (CAD) and computer-aided manufacturing (CAM) will make the situation even worse. These two innovations allow engineers and designers to use video-display terminals as a tool to computerize the production and planning process. When the CAD system is linked up with the CAM system, which uses computers to control individual machine tools and non-manufacturing factory operations, the entire manufacturing process from start to end can be controlled and operated by high-technology equipment.

This promises to bring massive dislocation for millions and millions of American workers. Such considerations demand the immediate attention of all those who are responsible for guiding industrial policy whether they be in government, management or labor. What is happening today in the traditionally blue-collar industries will be happening tomorrow to Information Age white-collar workers. There is no sector that can afford to ignore the problem.

By 1990, there will be approximately 57 million female workers, an increase of 11 million. The majority of these women are going to be the mothers of young children and that leaves us with the problem of

what will happen to the children of these women given the lack of quality child care in our country. Males in the workforce will increase to 66 million, an increase of 6 million over 1980.

Major shifts in the age of the labor force will also occur. Workers in the 16 to 25 age category will decline significantly, while those in the 25 to 45 age group will greatly expand during the decade. This, of course, takes into account the aging of the Post World War II baby boom. A smaller, but significant increase in workers over 65 is also anticipated as our population balances change from young to older workers.

Employment of blacks and other minority groups, including Hispanics will increase at a higher rate than whites. However, white will still account for 87 percent of the total workforce in 1990.

In 1950, less than 37 percent of the American labor force was made up of white-collar workers. Those engaged in professional, technical, and related occupations accounted for less than 9 percent. By 1977, however, the percentage of white-collar workers had risen to nearly 50 percent of the work force and the fastest growing component of this category was the professional and technical occupational grouping. White-collar employment has now surpassed that of blue-collar occupation, and is expected to continue to lead all other categories through the next 20 years.

This shift to a service-producing economy, already well underway, will continue at a rapid rate. By 1990, it is expected that 88 million workers will be involved in providing services, and only 33 million will be employed in the production of goods. By contrast, in 1969, there were 29 million workers engaged in goods production, and 57 million in services. In other words, service employment will have increased between 1969 and 1990 by 54 percent, while goods producing employment is growing by a mere 14 percent.

New technology has already affected the type of work people do and the skills they need to function. From the engineering office to the factory floor, from the accounting office to the warehouse, from the producer's corporate headquarters to the merchant's control of inventory, computer-based functions have drastically changed the organization of work. For some, this has created opportunities and promotions that otherwise would not have been available to them. But for many others who may have spent several years developing skills necessary to perfrom their function well, the new technologies have either eliminated their need, or have drastically reduced the quantity or level of personal skills required.

The emergence of a small number of elitists, with a well-grounded knowledge of the new system, while the vast majority of workers become machine minders doing repetitive, boring work presents dangers to our society which must be overcome.

And in addition, what is happening not to mention the occupational safety and health problems, the same kind of sexual discrimination that exists in workplace is translating itself into the new technology field. Resulting in men holding the high paying more important jobs, and women continuing at the lower end of the economic scale in minimum wage jobs.

America is big enough and rich enough to keep millions of Americans on the dole. But that would be foolish and wasteful and immoral. We can put these jobless Americans into real jobs doing productive, gainful work where they can get decent pay for helping to produce what society needs and wants.

The prospect of continuing job shortage and the restructuring now going on in the U.S. economy -- industry, occupation, technology, and trade-related changes -- require determined and decisive action to prevent ever more serious consequences.

There are no simple and easy solutions to the difficult problems of job creation in a labor surplus economy. Faster economic growth is necessary. Both private sector and public sector actions are necessary. The federal government has a key role.

The AFL-CIO over the years has spelled out a comprehensive set of programs which would attack many of these problems which include:

- o National economic policies aimed at full employment, in line with the mandate of the Humphrey-Hawkins Full Employment and Balanced Economic Growth Act of 1978.
- o Human resource and productivity development through better education, training, retraining, upgrading, and upward mobility opportunities for all workers, both employed and unemployed.
- o Anti-discrimination protections to help women, black, Hispanic, and other minority workers.
- o Better matching of workers and jobs.

Even expanded education and training for those workers however, my not be enough if workers are ill-informed about the changes sweeping over them. Clearly, we need to help the current and future workers of this country to deal with the economic, technological and demographic changes that are shaking their world.

But America has adapted to change before and will do so again. The key question concerning these changes is: "Will we control them or will they control us?"

Thank you for letting me share these ideas with you.

Dr. Harshman thanked Ms. Miller and summarized the highlights of her talk. She then proceeded to introduce Dr. Graves.

A professional that I'd like to count as a new friend John Graves is the manager dealing with organizational development and training at the Rockwell International facility near Denver, Colorado. Although John is presently in industry, now with Rockwell and formerly with Chrysler, his earlier professional activities were in public education and in practice as a psychologist. John did his graduate work in Michigan, completing his doctorate at Michigan State. John has some definite feelings on what effective collaboration means, Dr. John Graves.

Mr. John Graves, Manager,
Organizational Development,
Rocky Flats Plant, Rockwell International

Thank you. It's always a pleasure to talk about collaboration because I believe so much in that concept.

The WHY to work together should be apparent to all of us. One only has to look at the startling statistics of the unemployed, the underemployed, the dislocated worker, to internalize what is going through in the lives of those people. Once you do that, then it makes sense to work together. I, for one, am not willing to write off the people already unemployed. I think we have to return to and work with those people, and the only way that we are going to be able to do it is to work together. I think the other thing that bothers me so greatly is to look at the youngsters that are in school today anticipating graduation. It's a bleak world. I'm very concerned about future training and even if they receive training where it's going to lead. One only has to look at the Washington Post and read a series of articles that began appearing _____. I recommend that you read that series. It describes the real tragedy that is taking place in some of the retraining programs for dislocated workers in California. The total lack of cooperation between the public and private sector has resulted in many of these people being trained for jobs that are nonexistent. So you add one terrible crisis in their lives onto another. They looked toward education and training as being the save-all and it turned into a dismal disappointment. I think the article reported that only 4 out of 30 persons were employed. The rest of them ended up unemployed, disenchanted, and disenfranchised with the system that was there to help them. I think that's only because people didn't work together to make it happen. Private industry, because of its own need to retrain rapidly, did not look to education. Education and the public sector did not volunteer with services they had available to aid and assist the private sector. It's a tragedy that could have been averted by a collaborative effort.

One also has to ask the question WHY, when you read the study by the Center of Public Resources put out of New York in January, 1983. This study reported between 40 and 50% of all urban youth, who were applying for jobs in over 2,000 industries, were functionally illiterate. What makes that even more tragic is that they went back to these businesses and the unions and asked "Was the study accurate?" and the businesses said, "Yes, tragically, it is". But when they returned to the public schools that served those communities, and asked if they believed the study was accurate, 78% of the schools did not

believe the study was accurate. So this miscommunication that's going on is leading to tragedies and we must work together to resolve that problem. . . . . .

Leaders in vocational rehabilitation areas tell me that their new clients are going to be the illiterate, and they are gearing up rapidly to serve that particular population. It would seem to me that the public schools should be in that business. Several companies are working with vocational rehabilitation to set up assessment centers with our plants to try to determine when employees become unemployed (because of new technologies) can they be retrained to take new jobs as opposed to laying them off.

Business has to look at people as a resource. I don't think we've done that in the past. I think the conscience of public business has been its labor unions who were more interested in the human resource development than many of us in the private sector were or have been. I think we are starting to take a look at, as Ed Herr said last night, the personnel development instead of personnel management.

We have to take a very concerted look in industry, that people are more important than the machines that they operate. We have to stop buying off on the idea that we can have scrap, and buying off on the idea that some of that can be human, and stop accepting the fact the unemployment in this country is something we are going to have to live with. I personally do not believe that and I'm certain that those persons who are unemployed do not believe that either.

Willard Wirtz and Paul Burton wrote a book called <u>The Boundless Resources</u> (1970), if you've never read it I certainly recommend it to you. In the book Wirtz said that each community has within its own boundaries the ability to resolve its own difficulties, if we can only break down the turf issues. And further, if we can identify the problem, address it with the resources of each agency, we could resolve all of the problems in the community. I don't think that is quite accurate any longer, because I think now the problem is a national one. I too would believe in a national employment and training policy in this country.

But until we can resolve the issues on a national level, we must at least attempt to resolve them on a local level. And too often we seem to go our own way, we don't recognize the ability of the other people living in the community, and we put our blinders on and go our own merry way.

We must join forces if we are going to avoid these human tragedies. If we are going to look back and take those unemployed, underemployed, dislocated workers; if we are going to prevent the people coming out of schools today to be unemployed, if we are going, suddenly, to take a look at life-long employment as a responsibility by business to its employee, then we are going to have to work together. It's necessary to join forces to make that happen.

All too often, it is very easy for business to shut down and place the people on lay-off. To pay huge amounts of money in doing that, by the way. Then go out on the other end and attempt to hire new workers with new skills. Here you are, paying on one end, huge unemployment costs and on the other a large amount to recruit. Somewhere along the

line it never occurred to anybody, even in private industry, who, supposedly has all the answers, that it might be a great economic saving to retrain the workers we were going to lay off, if we would only be honest about what our own employment needs were.

So it takes some internal honesty too. Before we can communicate with each other, we have to communicate within our own organizations; be honest about where we are going, what we are going to do, and what our future needs will be. We haven't done that very well either. Educators have the ability to serve industry in a variety of ways. Educators have the techological skills to help us do task or job analysis which is very important for us in the private sector. We can't train and we can't hire until we know what we're training or hiring for. By the way - most industries today have not done task analysis.....

Curriculum design and curriculum development is another area in which industry could use the aid of education, you have that expertise. Training the trainer, the basic skills - you have that expertise. These are all areas in which industry needs your help and support.

We on the other hand believe that we have the technical knowledge. We have the machinery. We have the resources, that you in many cases will not be able to tap into. We have the luxury of turn-around time that you in many cases may not have.

We would like to work together. We've been doing a little bit of that in Colorado. We have a cooperative center in which we are attempting to work with the AFL-CIO, the Vocational Rehabilitation, the State Community College Agencies. We are finding that it is working. That once industry is open and honest about the future of their jobs and job market, and we communicate the skills necessary for people to fill those particular jobs, that the agencies we are working with have the where-with-all and the knowledge to be able to prepare people adequately to enter the work force. I think that's where we really need to be.

We need to collaborate not cooperate. Cooperation is something we've supposedly done for a long time. Cooperation to me is just the first step toward collaboration. We have advisory agencies all over this country in which we advise people. My advice is fairly inexpensive. The problem is, that I'm going to be on a plane in a couple of hours headed out of here and the advice probably will be, like all advice, in one ear and out the other.

But collaboration is a different animal. Collaboration means the sharing of the responsibility for the education and training of the people. Because that's really what it's all about, people being educated and trained to lead good fulfilling lives for themselves and be productive within a shared society.

So collaboration is the word for me, not cooperation. I'm willing to collaborate about anywhere I go and that sometimes does take cooperation.

But, if you were to ask me in Denver or wherever I might be to cooperate only, I think all you are going to get is advice and not a

lot of resources. Collaboration will open the doors to a lot of resources and a lot of time by industry.

I do agree with many of the things said by other members of this panel today, but the one point that I would agree with more than any other is that the bottom line for all training and education must be employment. It must be employment if we're going to resolve these problems.

Thank you.

Concurrent Panels: Working Partnerships in Career Guidance - How

Panel A

Mr. Robert Martin introduced the presenters.

Mr. Richard J. Collins and Mr. Elvin Hendricks
UAW - Ford
Employee Development and Training Program
(Note: This talk was presented with slides)

Background

The jointly administered Employee Development and Training Program (EDTP) is a key element of the comprehensive, interlocking mutual growth framework the Ford Motor Company and the UAW created in their 1982 Collective Bargaining Agreement.

The agreement charters the Program to ". . . promote training, retraining and development activities and efforts, and in the process. . . contribute to the competitiveness and well-being of the company -- aspects which are essential to the job security, personal growth, and development of Ford employees."

Program Objective and Focus

The program's principal objectives are to:

- arrange for career counseling, retraining, job search training and placement assistance for laid-off employees;
- assist in designing and obtaining appropriate career counseling, training, retraining and personal development for active employees;
- support local and nationwide UAW - Ford Employee Involvement efforts and other joint activities; and
- provide opportunities for the exchange of ideas and innovations with respect to employee development and training needs.

As with Employee Involvement (EI), the Employee Development and Training Program has its focus on the employee. The thrust of the EDTP is to expand the principles of involvement to those of caring -- caring about careers, personal plans, and human progress. The Program itself is being developed and applied along the participative lines characteristic of UAW - Ford EI: local committees, employee voluntarism, local program flexibility and autonomy, and national support. Further, the EDTP extends into the community, creating working consortiums with educational, social and governmental bodies.

National Development and Training Center

Program features are being developed locally and nationally along participative lines coordinated by the UAW - Ford National Development and Training Center.

The Center was incorporated on June 21, 1982 as a separate legal entity. It is directed and guided by a Joint Governing Body consisting of an equal number of Company and UAW representatives. Day-to-day operations of the Center are managed by an Executive Director with a small staff of professional and administrative support personnel, including four Program Associates, a career counseling and Guidance Associate, and a Retraining and Reemployment Services Associate.

The Center concentrates on planning, design and coordinative functions. It provides on-site assistance to local management and unions to help them design and implement local program applications and principally relies on existing community educational and counseling resources using their faculties and curricula to provide specific training and development programs. The Center is building a participative program delivery network linking local managements, local unions and community resources throughout the country.

The Center is located on the campus of Henry Ford Community College, Dearborn, Michigan.

Funding

Funding for the Program, the Center and its activities is provided under the Collective Bargaining Agreement at 5 cents per hour worked, with expenditures authorized and approved by the Center's Joint Governing Body.

Specific Program Examples

The National Vocational Retraining Assistance Plan is just one of several that have been started that is administered by the National Development & Training Center. Not by the plants. They're not burdened with this administrative effort. It's done centrally in Dearborn. And now the eligibility is laid off employees not with five but one year. That's through liberalization. They get up to a $1000 a year for up to 4 years, depending on how long they have been with the company. There is an annual budget established. We set it up, thinking we would get an avalanche and we'd run out of budget. We said, "first come, first serve." But we have been able to contain it within the budget that has been set.

Let's go to another program. We mentioned the program is designed to support and to promote the employee involvement process. And so this EI-TAP which means Tuition Assistance Plan was announced in October. It helps pay for employees at the plants to attend courses, seminars, and workshops that are conducted by outside institutions. And again it is designed to support the EI growth. So depending on the size of the plant so much money is turned over to them and they use it primarily to educate people directly involved with the implementation of Employee Involvement.

Targeted Vocational Retraining. Now this is group-sized instruction often it's something like six-seven hours a day, five days a week, and it can run 20 up to 40 weeks. But it is based on identifying job opportunities. Now here is where we are in partnership - in this case - with the Employment Security Commission. Trying to identify where the openings are. And all of you out there know that the Employment Security Commission doesn't know about all of the job

openings. It's been said that maybe 70% of them are never known by the Employment Security Commission. We certainly believe that. And it's one of the reasons why we have set up a job development and placement function within the Center, to literally get on the phone, to call employers, and find out where the jobs are.

Now after we've done that, we then get into recruitment of laid off employees and development of the program. This also is applicable, however, to active employees. It's very intensive and expensive. I think we paid $2000 per individual who went through a welding certification program. I think it was $3500 per person who went through a tool and die, drafting or detailer program.

The planning is crucial. Those of us who have been in industrial training know that people are put into drafting programs or they're put into drafting programs or they're put into welding programs or whatever and are not capable of coping. That is they don't have certain basic skills. You are just putting them into another situation that could breed failure. And unfortunately we had 4 individuals in one particular program, their qualifications were marginal, their motivation was high, but all 4 of those people who were in the tool and die drafting program, despite remedial and tutorial help, we were not able to cope with them. We had to track them into another program where they could manage.

The planning here, that is to be sure you screen individuals going into the programs, is truly the crucial part of it. We employed two outside agencies to provide testing services (e.g., the Employment Security Commission and the Down River Community Conference). We are not restricted by the programs offered by local community colleges or vocational schools. We will contract with private industrial training firms to do some of the training for us. But I'd say 60 to 70% of all of the training, that is done, is done by the school system - but not all of it.

(Mr. Hendricks)

Some of it, like the San Jose Project, is done right in the plant facility because the plant is closed and we've taken over a good part of that plant. We have Century 21 holding classes in there, 40 in a group, to prepare to take tests for real estate. We have some computer classes in the plant. We have the second language classes held in the plant. We have the GED classes. Out of the first group that went through the GED preparation, 84 out of the 88 passed the state test. So it's an ongoing, branched out system, wherever we can reach through the development of a program in that area.

Career Counseling and Guidance (CCG). We have a model that was developed for the Employee Development and Training Program by the Macomb Community College which is in a suburb of Detroit. This particular model has 4 components - self-awareness, career awareness, career decision-making and career planning. It can be an individual, a group track, or in some cases a combination of the two. We have already used this model to assist laid-off employees, we are now about to implement for the active work force. We'll talk more about this later.

It's a joint program and we have a joint governing body which directs the program through the National Center. This particular group, which is make up of eight individuals (four management representatives and four UAW representatives), including the two lead vice-presidents - namely Yokitch and Pistilo. So we've got the main actors in on this and it's invaluable. They provide the overall guidance, establish the policy, and authorize expenditures.

The Center. It's located on the Henry Ford Community College which is in Dearborn. It is primarily an administrative facility. It is not a school, it doesn't have classrooms. I'll explain that shortly. We had ground breaking last year in September 82, instruction began in December 82, we occupied the building in May 83. So we've been in it for a few months.

The Center has an executive director and an associate director. I am the latter. It has a professional staff of 6 people, which is now being increased to 8 people. It has a clerical staff of 3. Now this particular staff does not design programs, training, counseling, develop or implement them. They work with our plants in identifying what the employee development needs are.

Now in my view this is the most important, and often the most overlooked part, of any development program - identifying the needs and doing it in such a way that once you do it you know where to go. Second, they go out and obtain the resources - it may be a community college, vocational school, university, some private industrial trainer. Our job is to find the best resource, that doesn't mean the cheapest rather the one with an experienced proven track record. Third, evaluate what you've done. That is the role of the Center. We are brokers. The reason for that is when you start to staff up to design and develop training, let alone to conduct it, all of the sudden you find you've got a bloody army of people. There are resources out in the community and it's working.

(Mr. Hendricks)

If you don't mind me interrupting . . . As you watch some of the Nashville shows, some of the cameramen now are going to be laid off UAW people. We tied in a contract there. Your college baseball, we had students go through Florida. One in particular who came out high in his class, who because of his age could not become an umpire in the National League but was picked up in the college circuit! We have people going to school to become auctioneers. There is a whole area out there of never ending opportunities that are cropping up that we wouldn't think of. We are looking at a program right now for Edison, New Jersey, of possibly repairing the gaming machines and even dealers. It's a broad scope.

How about our scuba diver instructors. We got that application and we thought "boy, they're really working us over here." The inclination, of course, is to reject it but that individual was credible. He came out with an instructor's license and that is what he is doing.

(Mr. Hendricks - in response to a question)

What we are doing is changing a system. It's not going to be easy. You are changing an approach to the workplace. Where you are changing the process of trying to find someone to blame for every little thing that goes wrong. What we are trying to do is to re-educate the workplace. So there is a problem the response will be, what is the solutoin, let's sit down and look for it. In those areas where we are accomplishing this, it's absolutely great! It's slow, it takes many educational programs. We're changing an attitude that goes back, if you study to the Roman Empire. It's strictly a fear process. This is where we are coming from, that dignity and respect has been a matter for years in the labor movement. But this is the first time we've set forth an educational program to make the workplace a better place and bring more responsibility to the forefront.

The framework that makes this employment development program logical is participative management. Superintendent and general foreman and foreman don't become participative members of management overnight. We have real trauma there. It's very difficult to change your supervisory practices.

(Mr. Hendricks)

There are two standard questions you get in the early phases of this union leader and management. The union leaders, some of them will say, if we make it too good for our members maybe they won't want to belong to a union . . . On the management side you get 2 things: the supervisor, general foreman level say, "If this works, where is my job security? They won't need me." A tremendous fear. The other one you have the fear, they're giving the workers the plant, they're going to take it over and run it. All falacies, when we point out very early that you have a title and a responsibility that comes with being an employee. Go ahead.

One thing I forgot to mention is that this training that is funded up to 9-10 million dollars a year, which for me having so much time in industrial training, is an unbelievable situation. But it does not provide funds for all of the training. It supplements training that management is responsible for. For example, if you have electricians who have to learn how to trouble shoot control systems, management has that responsibility. This program is to supplement the training that management is responsible for. It is not intended that it will move in and aggregate it at all. They are separate efforts.

Now 2 more slides. This is crucial in the whole effort. No plant can reach the joint governing body which has the funds without having a local joint employee development and training committee. You must have it, because it is through that committee that requests are made to the joint governing body. The joint governing body approves of recommended programs, projects, activities whatever and the Center is there to help the plant. But local initiative is crucial, just as it is with the employee involvement effort. Employee involvement is not something that just trickles or cascades down through the organization, employee involvement is something that grew at the plant level, and really is beginning to permeate up the organizational ladder in many ways. Local autonomy tailored to local needs, for example, the demographics of a workforce are going to be very different from location to location. In Rouge, I'd say the average age is 42 now. You just go 15 miles to the Wayne assembly plant and its around 34-35. The needs are different.

We have a National Center as a resource. We also provide workshops which are available to local management and union leadership so they understand how to make it all work.

Now, we try to put it together in what we call this employee flow chart. We're starting here with the unemployed (and by the way we think what you see here has considerable application for the active workforce). We're also talking here about individuals who may be underemployed. You have a laid off employee who was making $10 plus an hour and he's now in some kind of hamburger shop. He's employed, but he's underemployed for a number of reasons. He's also eligible and we accept him.

These individuals flow to what we call a laid off employee meeting. At one local we had 900-1000 people come in. But it is at this time that the laid off employees learn about the employee development and training program. And it is also at this time that they complete a survey form which is 8-9 pages long. The survey tells us something about the individual, that is, what is the individual's solution. Are they looking for immediate employment? Most of them are. Or rather are they looking for something that is longer term. This will help us in terms of follow-up - its been very effective. Most people will flow directly across into this blue square and this is why career counseling and guidance is truly the springboard for everything that follows. And I'd say that well over 70% of the individual's filling out the form have said, "I'm not really sure what I really want to do. I'm not sure what I can do."

And so we go into career counseling and guidance go through the 4 components - self-awareness, career awareness, career decision-making and career planning. One of our speakers this morning identified those particular components. They go through them, but we've also discovered that there is a great deal of trauma out there and it's difficult for people to go through any king of career counseling and guidance when their personal lives are so unstable. So a number of individuals have been directed into what we call personal and family support services - financial, marital, drug and alcohol abuse, other problems. Help them, help themselves to get themselves on some kind of an even keel. Because until you do that the rest is too foggy. And large numbers in the Detroit area with what is area wide depression are in considerable difficulty and this has been most helpful. We went to Wayne State University which had a very effective organization dealing with these problems.

Now, after we've been able to help them help themselves we get back into the next component, which is placement, and in particular job search skills, job clubs, job development. Most people have to get income and have to get a job as quickly as they can. And so we help them come up with the skills. For example, to think that a production operator has to come up with a vita or a resume sounds unbelievable, but employers are very selective. When they've got 1 opening and they've got 10-15 applicants, they want to know more about them.

(Mr. Hendricks)

Through John's contacts we were able to place some people at Rockwell. Before Rockwell came in and interviewed these people we had contracted with a group of people to help them with their resumes.

They went through videotaping to see themselves. Actually tried to get them to look at themselves as a product they had to deliver to Rockwell. The feedback that we received from the interviewers at Rockwell was so positive that we felt that every dime we spent on that was worthwhile.

But anyhow, after individuals have gone through one or all of these, which may take 2 days up to 2 weeks, they then are in their own. We can provide job leads, which we do through the job development component, but it is up to them to get their own jobs. They have skills that they didn't have before, and hopefully flow into employment.

Now, let's go to the other 2 squares that we passed up. For example, some people coming out of career counseling and guidance will flow down into this TVR, Targeted Vocational Retraining. This again is the welding certification, it's the licensed practice nurse, it's computer programming. It's what they feel they want to do in terms of their interest. It's what they're capable of doing in terms of their abilities, aptitudes, and attitudes.

But not many flow through here. Many are intent and need that job now.

There are some, however, as you will see that will flow up here into the prepaid tuition. They want to do something, now that they have an opportunity and they've got the financial help to improve their basic skills, to acquire a high school diploma, a GED certificate, and associate degree.

So you see that the unemployed flow into a meeting, they learn about it, fill out a survey, go through career counseling and guidance, and on to job placement help, hopefully into employment. And then there are these other opportunities we have, that I hope pulls it together in terms of a scheme, not a bunch of unrelated efforts and projects.

(In response to a question)

We have set up a basic skills education program for illiteracy at all levels. As a matter of fact, you are pressing a button for me, which is very important. It's the first formal comprehensive effort that we have implemented for the active workforce. We started it in August 83. We have 160 employees in a plant enrolled in a basic skills education program. Over 50% of the employees in this particular workforce, again talking about demographics, do not have a high school diploma. And so we have 160 individuals enrolled in a program with 5 components. It's really directed to the whole workforce, not just the functionally illieterate. We have the ABE, Adult Basic Education, for those at the elementary level. John Graves helped us with that. The next is GED. The next is high school completion for those who only require a few credits to get that diploma. The next is ESL, English as a Second Language. The final component, the fifth one, is educational counseling. That has taught us that it ain't enough, you've got to tet into "life planning." As soon as you talk about education, it's not enough. So we're going to establish our first pilot for career guidance and counseling at a plant for the active workforce.

(Mr. Hendricks, in response to a question)

GM has just started a Flint project, they have the Freemont, California project, and now they're starting Pontiac. They do not have a national concept or program as such. I think that will be coming in the very near future. Chrysler I will assume will be following this format, in the near future, but as of now they haven't. We have an awful lot of interplay within the UAW. Our research department has spent a lot of time with us. They are looking at ways of making it a broader scope type thing, and I think will come to play within different types of negotiations. You will find in International Harvester and some of the others that they have some active programs, but they did not fund them. They are coming through the JEPTAs and other funds available. We have other Unions that have entered into negotiations and that have spun off into their sending people in to pick up our material and to meet with us prior to their negotiations. I feel that we have something here that will develop a trend and more responsibility of labor, management, and hopefully community and government.

(Mr. Collins in response to question)

We have only limited information because it was only late last year that we got our stuff together. I'd say that 70-80% of the projects and programs that we have initiated have been initiated very early this year. For example, I can tell you that with the tool and die drafting or detailer program that had 25 individuals going through it, we have 18 placements. We're very excited about that. But we do not yet have a tracking system to find out what has happened to the 7,000 people. Not all 7,000 people went through these employee meetings. Some of them went from the unemployed ranks directly into formal education. But I would say easily around 4,000 of the 7,000 went through the kind of flow that you see here.

Mr. Martin thanked the speakers for coming.

Community Collaboration for Improving Career Guidance Programs: It Can Work in Your Community

Harry N. Drier
Associate Director
National Center for Research in Vocational Education

Norman C. Gysbers
Professor of Educational and Counseling Psychology, University of Missouri - Columbia

(Note: This presentation was accompanied by overhead transparencies)

Introduction

In your community it is undoubtedly possible to identify citizens who need and want assistance to better plan and develop their careers and their lives. However, if those individuals are not directly served by one of your community's organizations such as a business, an industry, a school, a job-training program, or a college, the necessary assistance probably is not provided. In fact, many of your community's organizations probably do not have comprehensive and effective career planning and development programs for their own employees, students, or clients.

Research shows that if your community is a typical one, a large number of community residents are dissatisfied with their current salaries and level or place of work. Many former breadwinners have been laid off and are now looking for jobs. Numerous homemakers are anxious, yet afraid, to get back into the work-force. Most of your community's teenagers are trying to decide what careers to pursue, and many are looking for after-school or vacation jobs. A number of single parents are trying to hold down two or more jobs to make ends meet. Your community's minority group members are unaware of opportunities available to them for increasing their job-related skills.

At the same time, there are some resources within (or near) your community that offer information, training, career counseling, and other services to meet those career-related needs. Typically, these resources are overstretched and unable to handle the demand for services. Is there any way that you and other leaders in your community can creatively meet more citizens' career needs, stretch the resources that exist, add new ones, and not overcommit yourselves in the process? A new approach--Community Collaboration for Improving Career Guidance Programs--may be the answer for your community.

The Collaborative Solution

To implement collaboration for improving career guidance in your community, you obtain cooperation from local agencies and volunteering individuals to provide assistance to citizens whose career needs are not being adequately addressed. You form a team of community

representatives to identify and assess the career needs of a particular citizen group. Then, your team members begin to plan, support, implement, operate, and evaluate a comprehensive career guidance program designed to meet that target group's highest priority needs. Once those needs are met, your team members proceed to identify and meet other needs of this and other target groups, until most or even all community residents are adequately served.

The collaborating agencies in your community can include businesses, individuals, labor organizations, educational institutions, government agencies, and informal community organizations (e.g., a group of volunteers).

This simple logic shows a chronological sequence of immediate, intermediate, and long-range outcomes that can occur when communities implement such a collaborative approach. The model is a simplified version of what Congress and many guidance leaders envision. The actual national and local processes are very complex. Instead of a straight line portraying the move from one step to another, the processes are more like a spiral placed horizontally--starting small, drawing in more people and resources, and gradually multiplying its events and influence.

Recent History of Collaborative Career Guidance

Congress has supported collaboration in recent years. The impetus for community collaboration to meet career and vocational needs began primarily with the Vocational Education Act of 1963, which was amended in 1968 and further modified by the Education Amendments of 1976. Additional enabling language has been contributed by other pieces of federal legislation (e.g., Career Education Incentive Act, Job Training Partnership Act, Education of All Handicapped Children Act, Juvenile Justice and Delinquency Prevention Act, and Community Schools and Comprehensive Community Education Act), as well as by numerous state statutes that authorize vocational and career-related programs.

The concept of community collaboration with a career guidance focus was first introduced by the Office of Vocational and Adult Education (OVAE) in the United States Department of Education. Using a series of three projects contracted through competitive bidding, this agency engaged a national consortium of private organizations to develop this concept and to recruit and assist community teams that wanted to apply it in their local settings. From its inception, the consortium was coordinated by the National Center for Research in Voational Education, assisted primarily by the American Institutes for Research (AIR), the University of Missouri at Columbia, the American Vocational Association, and the American Association for Counseling and Development (formerly the American Personnel Guidance Association).

The monograph Community Collaboration for Improving Career Guidance Programs: It Can Work in Your Community describes some of the progress made by the consortium and the fifty-six community teams. This presentation highlights findings presented in the monograph.

National Collaborative Project, 1980-81

In 1981, the organizations within the federally funded national consortium developed an overall plan and agreed upon their respective

tasks and responsibilities. Their goal was to build upon a previous federal project that had developed training materials and trained a cadre of individuals nationwide in how to use a legislative base to design and manage comprehensive, community-based career guidance programs.

The National Consortium formalized the community collaboration concept and completed a series of thirty-six training modules to assist communities in implementing it. The training materials cover six areas of collaborative career guidance programs: (1) planning, (2) supporting, (3) implementing, (4) operating, (5) evaluating, and (6) special population needs.

Consortium staff next contacted individuals and agencies across the United States that might be willing to initiate collaborative career guidance projects in their communities. In some instances, individuals learned about the effort from other sources and contacted the Consortium.

Sites, to be eligible, had to identify a tentative target group to serve and activities to try, plus obtain agreements to collaborate with at least three community businesses, industries, labor organizations, educational institutions (not more than one), government service organizations, or other community groups. During the first project, a total of thirty-five sites were selected to participate through 1981.

Team leaders were sent to the National Center in Columbus, Ohio, to receive training in the purposes of the national project and on the theory and techniques for planning, supporting, implementing, operating, and evaluating collaborative career guidance programs. Each was given training materials to use with team members, plus a standard format to use in developing a team's action plan.

The community teams ended up serving a variety of target groups. Included were: high school students, refugees, unemployed adults, career facilitators (e.g., counselors, teachers, placement specialists), hospital employees, parents, and others.

The members implemented, or tried to implement, a wide variety of activities. These included: surveys of community resources; needs assessments; career days; career development workshops, classes, and seminars; job shadowing; career-oriented English-as-a-second-language classes; transportation to work-study sites; and various public relations activities.

National Consortium staff members as well as outside consultants provided technical assistance to the teams as they worked to carry out their action plans.

National Collaborative Project, 1982-1983

The same consortium was selected by OVAE to continue and expand the community collaboration concept, particularly to focus on strategies for more effectively linking community agencies to improve career guidance programs. Consortium staff developed additional training materials, including supplementing the set of thirty-six modules with five more in the areas of career development and community collaboration.

An extensive search for community sites was initiated, beginning with the thirty-three teams that completed the 1980-91 project. The eligibility requirements were the same, and twenty-one community teams were selected, eleven of which were teams that continued from the preceding project. Included were teams from the following geographic areas: Northeast - Attleboro, Massachusetts; Chenango-Delaware Counties, New York; Nashua, New Hampshire; North Windham, Connecticut; Barre, Vermont; Watertown, New York; Westbury, New York; South - Greensboro, North Carolina; Collinsville, Virginia; Midwest - Flint, Michigan; Grayslake (Lake County), Illinois; Lincoln, Nebraska; Ely, Minnesota; Columbus, Ohio; Warren, Michigan; West - San Antonio, Texas; Nampa, Idaho; Everett, Washington; Orange County, California; Seattle, Washington; Far West - Kailua-Kona, Hawaii.

Team leaders attended a three-day workshop in Columbus, where they were given training in the purpose of the national project and the process they could use either expand or begin a collaborative career guidance program in their communities. Several examples of actual collaborative efforts from the 1980-1981 projects were presented by first-year team leaders.

The team captains returned home and assisted their team members in developing action plans. Among the target groups served the second year were: school teachers, counselors, and administrators; girls and women; unemployed job seekers, including youth and adults, dropouts and graduates; students at all grade levels, kindergarten through twelfth; adults in the community; hospital employees; career facilitators; school board members and committee participants who make recommendations to the board; representatives of businesses and industries; at-risk youth experiencing handicapping conditions in or out of school; and migrant workers.

The teams tried numerous activities to serve their target groups. These included: conducting training sessions for educators; maintaining a listing of local jobs available; cataloging community career resources; conducting workshops on job-seeking skills and other topics; establishing career resource centers; placing guidance counselors in libraries to help with career-related searches; helping high school students obtain entrepreneurial experience; giving attendance wares to encourage high school students' good work habits; obtaining computer equipment from a local business; publishing career resource directories; extending an easy-access telephone-cassette communication service for information on career development; plus other activities.

Once again, national consortium staff members and outside consultants provided mechanical assistance to the teams, as needed.

Evaluation Findings

The national projects were evaluated in several ways. During 1980-1981, national consortium staff asked team captains to submit bimonthly reports of activities. In addition, team members were interviewed by telephone by consortium staff. Each project was encouraged to conduct its own evaluation activities and provide data to indicate how successful activities were, particularly in their impact

upon clients' career decision making and development. Case studies were completed of nine of the community teams.

During 1982-1983, staff modified the evaluation design somewhat. Team captains did not have to complete bimonthly reports themselves. Instead, consortium personnel prepared these summaries, and then verified them with team representatives. The telephone interviews were continued, and teams were encouraged to conduct their own evaluations of activities. Examples of evaluation designs and data collection methods were discussed as part of the technical assistance each team received. Case studies were completed of ten of the teams.

The following general conclusions regarding collaborative career guidance efforts are based on data collected on the fifty-six teams operating during 1980-1983.

1. Teams can vary in size and composition. The majority of national project teams was composed of at least ten members and had more males than females. Most members had one or more college degrees. A mix of representatives of business/industry, education, labor, and other community organizations was highly favored by team members as well as Consortium staff.

2. Team members can benefit from some type of formal, structured training on the collaborative concept. However, no clearcut decision about desirable length of training was made. While most 1980-1981 project participants stated that there was insufficient training time to cover content, most also agreed that a longer training period would have posed difficulties for their schedules. For the 1982-1983 set of teams no captains conducted formal training; members were acquainted with the concept through informal presentations and discussions.

3. If a team can successfully navigate its start-up course, it will probably continue. There are strategies that seem to increase members' initial commitment to a project, including:

- holding individual meetings between leaders and team members to personalize any general orientation given and to respond to their questions efficiently;
- obtaining letters of commitment from team members and, where appropriate, from their employers; and
- conducting team-building activities to boost team morale and cohesiveness.

4. Written action plans appear to help teams organize their efforts. Teams that managed to prepare written plans (of varying lengths and detail) generally made progress toward their goals. The teams that never managed to develop plans did not make much progress.

5. An effective way to monitor team progress and collect project evaluation data is to have an individual who is not on the team reandomly interview team members, visit team activities, and assign numerical ratings to responses or observations.

6. Many different kinds of progress and impact can be expected from teams that are successful in implementing their plans. In the

national projects, "high progress" teams (compared to teams that made a small amount or no progress) did the following:

- Completed more of their implementation activities aimed at achieving their objectives.
- Actually achieved more of their objectives.
- Produced greater impact on target groups by increasing their interest and participation in career guidance activities, improving their career planning and development competencies, and increasing the number of clients who were implementing their career plans satisfactorily.
- Influenced staff from business/industry, labor, education, government, and other community sectors by helping improve their skills and knowledge in career guidance programming, as well as motivating them to develop and deliver such programs.
- Whether or not teams accomplish all they set out to do, specific verifiable incidents will probably occur to document some progress toward goals. For example, in these projects many incidents of effective team performance were reported.
- Several team members reported that they changed their own attitudes toward career guidance, increased the number of interagency referrals they made and received, helped groups conduct one or more career-related activities, developed new knowledge of community resources, helped extend a collaborative network, helped another agency expand its resources for citizens, gained new visibility and credibility in the community, helped a team leader become more motivated and skilled, obtained volunteers to conduct a career guidance activity, and got other community agencies to join the team's career guidance activities.
- Several community agencies and organizations used the national consortium's training modules, shared resources with another organization to improve career guidance programs, changed their written goals or priorities, developed a new product, or had career guidance-related equipment donated by a community agency.
- Several citizens participated in career guidance activities (often for the first time), made constructive changes in their careers and lives, received through local media information about a career guidance program, talked and worked together for the first time, showed greater awareness of community career guidance needs, and demonstrated more positive attitudes toward career guidance.

At the same time, there can be barriers to a team's successful operation. For example, from the 1982-1983 teams, incidents of the follwoing problems or barriers were reported.

- Team members were unable to get private sector representatives to participate regularly in team activities.

- Teams had difficulty maintaining its continuity because agency staff members changed repeatedly.
- Teams progressed too slowly and some members resented having to take so much badly used time away from their jobs.
- A team member experienced pressure from a job supervisor for being absent from work for team activities.
- A team floundered because it did not have a clear sense of purpose, an action plan, or frequent meetings.
- A team focused on retraining unemployed workers for jobs that were not available: it should have directed its energies to economic development for the community.
- Team members were confused by their team's involvement in the National Consortium.
- A team could not obtain approval from a key community agency for one of the main career guidance activities it planned.
- Agency staff members not involved a steam members were negative toward one of the main career guidance activities planned by the team.
- A team leader failed to make effective use of team members' capabilities.
- Citizen attendance dropped drastically in one of the main career guidance activities planned by one team.

The case studies of community teams enabled Consortium staff to identify factors that contributed, inhibited, or seemed to have little influence on team progress and impact. Factors that did not seem to make major contributions or present obstacles were as follows:

- Geographic location (Productive teams were located in diverse regions across the United States.)
- Target citizen group (Guidance program clients ranged from migrant workers to high school seniors to hospital employees.)
- Type of program intervention (Some teams started with indirect interventions, whereas others began with direct interventions.)

Implementing Collaborative Career Guidance in Your Community

Based on the experiences of the participants in the 1980-1983 teams, the following recommendations are presented for your consideration in discussions with the three key groups noted on the following pages.

Recommendations to National, State, and Local Leaders

You could make such recommendations as the following to elected officials and other policymakers:

- Help citizens identify available federal and state legislative provisions for career guidance. Potential career guidance personnel and client groups need assistance to identify existing legislation as well as regulations and funding sources that could be used to establish collaborative career guidance programs. As noted in Chapter 1 of the monograph, such legislation can not only provide financial incentives but can also provide enabling language that defines and supports the concept of community collaboration.

- Call public attention to successful examples of communities that are developing collaborative career guidance programs. Useful models need to be documented and disseminated. Those examples should extend well beyond the early developmental stages illustrated by the ten case studies in Part B of the monograph.

- Provide incentives (e.g., loan guarantees, low interest loans, tax credits) for agencies and organizations that collaborate, delineate separate responsibilities, and share resources. More effective strategies need to be explored for gaining and monitoring agency commitment to this concept. Businesses and industries were involved only to a limited extent in the 1980-1981 community teams for which data are reported. This extent increased in the 1982-1983 teams. Economic incentives constitute one strategy for encouraging increased agency involvement.

- Require ongoing documentation of community needs and feasible written plans prior to supporting new guidance programs. The desirability of action plans developed by most of the community teams was criticized even by some of the team members who helped develop those plans. The validity of the needs assessment information purportedly used to set program priorities for those plans was also suspect. Community needs must be well documented and team plans must clearly address high-priority concerns in feasible ways.

- Begin a series of evaluation studies, with appropriate controls, on the effects of collaborative career guidance programs. The model in Appendix A of the monograph delineates the types of local and national immediate, intermediate, and ultimate outcomes that can result from successful implementation of this concept. The monograph recommends an evaluation approach incorporating a quasi-experimental study employing a time-series design. However, the report shows the inability of the project to implement this type of study and thus focuses only on immediate and very preliminary, intermediate outcomes. Future evaluations must exceed those limits. It is essential that further measures of the impact of collaboration on

community agencies and on the careers and lives of citizens be designed and implemented.

Recommendations to Guidance Personnel

Recommendations you could make to potential and current guidance personnel are as follows:

- Ask for assistance in implementing your intended collaborative career guidance effort. The concept of collaboration is not new; many individuals, agencies, and councils are working on pooling and maximizing resources. Study the process described in the monograph. Talk to individuals in government agencies, businesses, and volunteer organizations that have tried to collaborate on other efforts. Contact the National Center (800-848-4815) or any of the sites described in the ten case studies in Part B of the monograph for information on how you can implement a collaborative career guidance program.

- Organize a commuinity career guidance team. Include on the team persons experienced in career guidance program planning and management as well as individuals skilled in planning and managing other human service programs. Look for team members who have demonstrated willingness and ability to make projects work. Get a mix of individuals from different community agencies and interest groups.

- Design the team's training carefully. Study the logic models, data analyses, and the case studies presented in the monograph. Determine the competencies and training needs of team members and the best manner in which to build upon those competencies and meet high-priority needs. Provide top-quality training materials for self-study. Schedule any formal training sessions well in advance of when they will be held so that all members can attend. Ensure that training sessions are well structured. Include a picture, design, or logic model of what a collaborative community career guidance program could look like, along with very specific examples of what other teams have done. Consider spreading training sessions over a period of a few weeks to allow time for members to absorb and try out what is presented.

- Assess the needs of citizens to be served by your proposed guidance program. Find out, through a public hearing, written questionnaire, in-person interviews, or other recommended assessment strategy, the citizen group most in need of assistance and exactly what the needs of that group are. In addition to collecting vital information, you will gain visibility through the process of assessing needs, and that will lend credibility to the team's efforts and build a sense of program ownership on the part of the community.

- Set realistic, clear, measurable goals and objectives. Reach an agreement with team members about exactly what they intend to accomplish in a given period of time. Be as specific as possible so that the team and those observing the team's efforts will be able to tell when the goals and objectives

are met. Make certain that the goals are closely tied to the needs of the citizen group to be served.

- Develop a written action plan. Require the team to write down a plan that contains its planned goals, objectives, activities, persons responsible, resources, evaluation strategies, budget, and timeline. Even if the plan must be modified later, having the ideas in writing gives every team member a common point of reference.

- Identify resources available for your proposed program. Make an assessment of every resource that can be used in the career guidance program. Include material resources (e.g., rooms, equipment, printed materials, media, supplies) as well as human resources (paid and voluntary) that can be employed. Give credit for any that are used, no matter how minor. If outside funding is needed for implementing activities, begin making contacts with funding sources early, and develop a series of prospectuses or proposals to submit to them.

- Successfully implement at least one planned activity. Begin with an activity that can be carried out easily and effectively. If successful, the experience will encourage the team to continue, and the resulting publicity should increase the community's acceptance and backing of your efforts.

- Implement additional planned activities, if the first one goes well. Continue to implement the next program activities, again ensuring that they are successful. Give credit to all who participate.

- Evaluate the team's progress. Throughout your team's efforts, and particularly after key implementation events, assess how well the program is meeting its goals. Work with the National Center Consortium staff to assess your program's impact on citizens' careers and lives as well as on community agencies that collaborate in it. Use the results to modify your team's action plan and direction.

Recommendations to Citizen Groups

You could make such recommendations as these to citizen groups in your community:

- Select what you need or want related to your career. Decide if you need assistance with activities such as exploring the various occupations and work settings that exist, setting career goals, making a career decision, obtaining vocational training, searching for and acquiring a full-or part-time job, advancing in your job or occupation, or changing career direction. If you are not sure what you need, it can be helpful to meet with someone trained to help you assess your needs.

- Volunteer to serve on a team or advisory group interested in improving your community's career guidance programs. Ask to

be a member of a career guidance team if one exists, or start a group in your community. (See the recommendations for potential guidance personnel.)

- Identify which career-related resources are available in your community and which ones are not. For example, find out what agencies offer resources, such as career guidance workshops and seminars, individual and group career counseling, computerized career guidance activities, printed career materials, career media packages, vocational services. Note which resources are unavailable or inadequate.

- Take advantage of those career resources that exist. Depending on your need, contact local schools and training programs, the local office of your state employment service, and career resource centers on campuses or in the public library. Drop in or make an appointment with a staff member who works there, and tell him or her what you need.

- If a resource you need does not exist in your community, join with others who are seeking the same service and make your needs known. Since large numbers of requests are usually convincing, develop alliances with others who need the same resource, and approach individuals or groups who might be able to offer it.

- Share the positive results with others. If you benefit from a service, pass the word along to others. In doing so, you will have acted in a manner consistent with the major purpose of these projects.

Panel B

Ms. Joanne Dwyer made brief remarks and introductions before each panel member spoke.

Information for Career Decision Making

Mr. Russell Flanders
Executive Director,
National Occupational Information Coordinating Committee

One big part of my life in the last few years has been my involvement in the project called Improve Career Decision Making (ICDM). We have with us today the person whose idea it was and who carried it out to fruition, Dr. Alan Moss. And we also have with us today a person who has conducted these training programs at the state level, Ms. Mildred Nichols.

Briefly, the ICDM project is basically a training program through work shops at the state level to bring to the attention of counselors in various settings, principally rehabilitation, employment service, and school counselors, information about the availability of labor market and career information and how it can be used in the process of career counseling.

NOICC's role is basically one of administration and coordination. We do not conduct the training. The administrative aspects include preparation of the competitive-grant announcements, the transfer of moneys to the awardee states to carry out the program, and evaluation procedures.

This is truly a partnership that has worked. It started out in the Employment and Training Administration of the U.S. Department of Labor. It has involved NOICC, and, in that, all its member agencies including the Department of Education and the Department of Defense. The Department of Defense has funded part of this program and has been involved in the development of part of the curriculum for this program.

At the state level, the program involves higher education, the State Occupational Information Coordinating Committee, the Employment Security Agency's Research Analysis Unit, staff of the career information delivery systems in the state, and representation from the local chambers of commerce, the military services and labor organizations.

The ICDM program truly fits the theme of this conference. To date an excess of 6,000 counselors have been trained through this program, which is now in its third year, at a per capita cost of slightly more than $100 per counselor, which is rather remarkable.

We have not funded all states to do this project; approximately 29 have been funded. There have been roughly 40 states who have conducted this training; many states in one year or another using funds from vocational education, the SOICC or other funds that have been made available through various state programs, but basically from education.

There have been spin offs from this program. One has been the project to adapt this curricula for the specific use of rehabilitation counselors. That project is going on and will be completed in the Spring of 1984. This training material will be made available through 11 regional training centers operated by the Rehabilitation Services Administration.

Secondly, the Department of Defense has picked up on this program and is funding what we are referring to now as The Pre-service ICDM. The Pre-service ICDM project is designed to develop curricula specifically for use in training counselors-in-training or receiving updated or advanced training. This project will bear fruit after pilot testing some time in 1985.

The ramifications of the ICDM program are as follows: We started out with the in-service aspect of ICDM, directed toward those counselors who are actually practicing, whatever their area or speciality may be. We've moved now to special interest groups like rehabilitation counselors who have a slightly different focus relative to the use of this information. Now a curricula is being developed that will be used at the college and university level. The latter has been developed through the collaboration of in excess of 30 people representing counselor educators, SOICCs and State Research and Analysis Units. Federal agencies, including the Department of Defense, have also been involved in the development of the Pre-service ICDM.

I think I can sum up my appreciation of this project by passing on the comments of the key player in the implementation of ICDM in Arkansas. He said that every single evaluation from counselors that submitted a document was positive and in several instances they said it was "the best workshop they had ever attended." However, every single state has reported back to me that it is the most successful program in which they've been involved. The director of the SOICC in Texas, for example, after 30 years working with the State Employment Security Agency, said that "in all his years he's never been associated with a program that has received so much positive acceptance on the part of education and specifically the guidance and counseling community." Truly, ICDM is a working partnership project.

I'd like to introduce to you the originator of ICDM, Dr. Allan Moss.

ICDM Components

As you can imagine, it was the findings and recommendations of that U.S. Symposium that led us to the ICDM Project.

You can view the ICDM project in 3 basic pieces: curriculum, products, and delivery system. The competency-based curriculum is organized in 10 basic units:

Unit 1 - Career Decision Making and the Role of Labor Market Information (LMI) It places LMI in the proper perspective for career decision making and answers the question "Why should counselors be concerned with the labor market and with labor market information?"

Unit 2 - Exploring Concepts of the Labor Market asks "What is a labor market? How do labor markets work? What's the key terminology that counselors will have to absorb to understand labor market information? Dr. Norm Gysbers pointed out earlier this morning the problem of language. I think labor market information is a prime example of this language problem. If you can't learn the strange terms included you can't utilize the information that LMI provides.

Unit 3 - Labor Market Information: What It Is and Where To Get It. This third chapter to the curriculum introduces a new tool called the LMI Decision Making Process Matrix. The matrix puts in one spot for the counselors all the basic LMI sources that would be of use to them and gives them a logical path to follow in order to access that information.

Unit 4 - National Labor Market Information for Counselors. Gives counselors hands on use of the most important national products.

Unit 5 - State and Local Labor Market Information for Counselors.Gets into the relevant state and local materials.

Unit 6 - Defining Some Limits For Labor Market Information. The counselors have to be aware of the bias and error that may seep into the numbers. Projections are not always correct. The counselor has to be aware of that and point limitations out to the client.

Unit 7 - The Role of Organized Labor. This unit reviews the history and role of the American labor movement.

Unit 8 - Labor Market Perspectives of Business and Labor. This is one of the most popular units of the curriculum. It provides the format for a local representative of business and labor to have a seminar for the counselors who are being trained. They give them their perspectives of labor and business requirements, including what they feel students ought to learn to be successful in the local job search activities.

Unit 9 - Exploring the Military for Career Decision Making. With the all volunteer force we have a major new employer that counselors and their clients should be aware of.

Unit 10 - The ICDM Counselor Action Plan. This is probably the least popular part of the training, because it forces the counselors to

A National Perspective On The ICDM Project

Dr. Alan Moss
Labor Market
Information Division, Employment and
Training Administration, U.S. Department
of Labor

My job today is to give you some of the specifics about the Improve Career Decision Making (ICDM) Project. Basically, what I'll be getting into is: What is ICDM? How did it evolve? What are the key ICDM components? How do we know that ICDM works? And where is ICDM headed in the future?

ICDM Definition and Evolution

What is the Improve Career Decision Making Project? It is a national interagency effort to strengthen counselor knowledge and use of career and labor market information. As Russ mentioned, by the end of 1983 ICDM will have been delivered in close to 40 states, more than 6,000 counselors will have been trained in the curriculum, and almost 100 counselor educators will be skilled with the delivery of the ICDM curriculum.

How did ICDM get started? Well, the idea for it came from an International Labor Organization (ILO) symposium in Turin, Italy, back in 1979. Sitting around a table at the end of the 3-day session on career and labor market information, each country's representative was supposed to report back what the most significant problem was in terms of labor market information. In almost every instance, the representatives came back with the problem that those that are advising young people, as to what careers they should be getting into, aren't aware of and aren't interested in the labor market. The result has been high youth unemployment rates and skill shortages that may not have had to occur.

When we got back from the ILO Symposium we talked to Dr. Harry Drier and the Ohio State Center. We asked them if they could organize a U.S. Symposium that would find out: 1) Is this situation true in the U.S.? and 2) If it is true, why is that the case?

Well, the results of that symposium indicated that yes, this is a problem in the US; and it is a problem because 1) counselors have never been trained in the labor market (what a labor market is, how it works, etc.); and 2) they haven't been trained in the availability and use of labor market information.

At the same time, the symposium pointed out that many of the information products that are routinely developed, really are developed for planners, not counselors. As a result, the formats are very difficult for counselors to utilize.

take what they have learned and develop a plan to utilize LMI in their counseling process. Although difficult, this unit has been found to be an essential ingredient if follow-up action is to occur.

Materials that the ICDM effort provides include a trainer and trainee workbook, videotaped case studies, and a number of transparencies.

The second component includes a number of useful LMI products. As part of ICDM, the State Labor Agencies are funded to develop new LMI products or to take current products and make them easier for counselors to use. These products can be divided into 3 different groups: 1) those developed for a field test in 1981; 2) State labor agency products developed in 1982; and 3) a number of national reference materials that ETA has purchased for ICDM training. Use such products allows counselors to actually see and utilize the basic national market information sources as part of their training.

The third component of ICDM can be viewed as its delivery system:

In February, NOICC issues a grant announcement to its state agencies and asks those states interested in proceeding with ICDM training for the next year to put together a plan, a proposal.

In April, those plans are reviewed by a panel, usually made up of staff from the Departments of Labor, Education, and other relevant agencies. The best state proposals are selected. The selected states receive $30,000: $20,000 goes to the State Occupational Information Coordinating Committee (SOICC), to organize the training at the State and local level; $10,000 goes to the Research and Analysis (R&A) unit of the State labor agency to develop new and revised LMI materials.

In June, the national reference materials which we purchased are distributed to the SOICCs, and train-the-trainer sessions are conducted for the states that are funded. We have a National LMI Training Institute and it spends two or three days instructing the state trainers in how to deliver the ICDM curriculum.

From July through November the training is actually delivered in the states. These generally are 3-day sessions. Training is delivered by a training team: two counselor educators usually lead the training, the SOICC is involved, the state labor agency is involved, and if there is a Career Information Delivery System, they also become part of that training team.

In December, the training process results are evaluated by the SOICC and these results are sent to the National Occupational Information Coordinating Committee (NOICC). NOICC does a national summary of what kind of impact has been made, what kinds of problems were encountered. Then, we revise the training curriculum and the process begins all over again.

ICDM Evaluations

How do we know ICDM works? In 1981 we had a field test that involved 4 states: Arizona, Maine, Maryland, and Wisconsin. They conducted 19 ICDM workshops and trained 600 counselors. Then we had

the Ohio State Center evaluate the process. They used 3 different measures.

First, there was a competency self-assessment. Based on a 4-point scale, the counselor's own evaluation of their competencies and the different areas of the curriculum increased by almost a full point.

The second evaluation measure was an achievement test. The average achievement test scores went up from 15.8 to 20.5, out of a total of 30 possible points. A distribution of the scores reveals in the pretest less than 1% As or Bs, 13% Cs, 27% Ds, and more than half failed the test. On the post-test, there were 19% As, 18% Bs, 21%Cs, 20% Ds, and only 22% Fs.

The third element was measured several months after the training. The Center called a number of the counselors that were involved in the training to find out if they were able to utilize the information that they had learned. They summarized the findings as follows:

> "It is possible to conclude that the workshops made a substantial impact in several ways on those that participated. For example, the counselors that were trained established new linkages with labor market and career information resource people. They obtained national, state, and local labor market information. They organized occupational resource centers. They became more knowledgeable about local occupations and industries."

And so, we have become convinced by the evaluation that at least in terms of the counselors, there is a substantive positive impact.

However, we have not lost sight that the bottom line is, are clients that these counselors are now serving, are they better off? Is their unemployment rate lower? Are they better meeting the skills that are required in their communities? And these vital questionswe've not been able to address yet.

Future Course

A key to future delivery of ICDM is development and acceptance of a pre-service ICDM curriculum. This would shift reliance from uncertain government budgets to the nation's university system. In effect, I'm teaching such a course this semester at Catholic University. I've been very pleasantly surprised in terms of the interest and receptivity of the counselors and also their ability to learn and to absorb labor market theory, economic theory, and to understand why that's so vital to their own role.

Other ideas we've had to facilitate the ICDM process include an ICDM clearing house, where information might be exchanged in terms of innovation and delivery; and an ICDM Newsletter.

And so, that gives you a national perspective on ICDM.

(Flanders) Now I'd like to introduce you to Ms. Nichols. . . the perspective of the state level.

PROJECT LINK - Linking Labor Market Information to Improved Career Decision Making

Ms. Mildred T. Nichols
Executive Director,
Rhode Island Occupational Information
Coordinating Committee

I'd like to focus on the partnership aspect of our Career Decision Making Project which we called PROJECT LINK.

PROJECT LINK was a five-week project to improve the labor market information competencies of 125 career, vocational, placement and guidance counselors in Rhode Island during the summer of 1982. The purpose was to demonstrate how the use of Labor Market Information at various stages of career decision making could result in better decisions.

Since labor market information comes from a variety of sources, the producers of labor market information were involved in planning and implementing PROJECT LINK. A partnership was needed at the planning stage to make PROJECT LINK successful. The team that would later do the training contributed ideas during the proposal writing. The Chamber of Commerce and other groups were also involved during the proposal writing stage.

ETA, NOICC and the Labor Market Institute at North Texas State University had made certain that the basic curriculum and the materials were available. They had identified the minimum competencies needed to use LMI in career decision making and linked them to the curriculum.

At the State level, the task was to breathe life into the curriculum, to make it leap off the pages of the ICDM manual. Recognizing that becoming competent in 21 areas in 3 days would be a major accomplishment for almost anyone, the RIOICC planning committee decided that the LMI staff which would teach the concepts and the facts would share time with Rhode Island economists, professors, the business editor of the major newspaper and labor-union officials who would discuss the state of the Rhode Island economy and with managers and personnel directors who would discuss their firms' internal labor markets and their views on the state of the industries in which their firms were located. It was hoped that this approach would help the participants learn the competencies must faster.

At each session two speakers gave luncheon lectures on the characteristics and state of the Rhode Island economy. Twenty panelists exchanged labor market information about their own firms and gave their views on the condition of the economy. At the same time we had AFL-CIO officials talk about the economy from their perspective.

What was the Partnership? How did it work?

During the planning and design stages, PROJECT LINK staff needed to develop a broad base of support among the groups that would consitutute the Partnership. This was done by getting on the telephone and talking to representatives from the Chamber of Commerce, the AFL-CIO, the Education Information Centers Programs, the Board of Governors for Higher Education and the counseling departments at the University of Rhode Island and at Rhode Island College to form a special purpose partnership. This special purpose Partnership augmented our own permanent partnership that is the RIOICC itself.

Before talking about how our Partnership worked, let me mention some basic ingredients of any partnership. Partnerships are people; and people are contacts, connections, commitments, and caring. We felt these Cs would be vital to our Partnership.

At the core of our Partnership, there was a great deal of caring about the users of labor market information and caring about their need for it. There was a commitment to the idea that use of LMI could often make a significant difference in the outcome of a career decision. There were contacts and connections to people who could help, and RIOICC went after them. We sought people with proven records of public and community service. For example, we sought speakers who were accustomed to volunteering.

At the staff level, we chose a coordinator who was energetic, ambitious and had contacts in the business community at the general managers' and personnel directors' level. This helped us to get panelists who could talk about their own internal labor markets to participate in PROJECT LINK.

The training team complemented one another and possessed an array of strengths, including specific identification with one or more participant groups. That is, they had reputations as trainers (e.g., know to Voc Rehab counselors).

How Did We Make Our Partnership Work?

1. We believed that teaching people how to use LMI to improve career decision making was very important and we conveyed the message.

2. We were very clear about our objectives and our expectations.

3. We were determined to provide some state and local information that could not be gotten elsewhere (e.g., panelists discussing their own firms. This was information that was not readily available).

4. We let it be known that the partnership was a short-term commitment.

5. We chose the right speakers - experienced, lively, informative.

6. We chose hard workers for our training team because the logistics of ICDM is formidable. To have materials for 125 people is quite a task.

7. We chose pleasant settings.

8. We served good food for $5.00 a person.

9. We tried hard to develop a group spirit.

10. We made certain that we had enough materials - we borrowed and borrowed. (The ICDM project provided the basic materials but not as many copies as we wanted.)

To sum up, PROJECT LINK developed its partnership by minding its P's and C's. People, planning, publicity and persistence were our P's. The C's mentioned previously were contacts, connections, commitments and caring. Committed people helped us accomplish our mission.

Making Partnerships Work:
Career Guidance and Work Related Education

Ms. Jane McDonald-Pines, Special Assistant
to the Executive Director of AFL-CIO
Human Resources Development Institute

Good Morning.

I'm Jane McDonald-Pines, Special Assistant to the Executive Director of the AFL-CIO Human Resources Development Institute (HRDI), with me is Rod DuChemin, HRDI Assistant Director.

We would like to thank you for the opportunity to speak to you this morning about a subject that is of critial importance to the American labor movement -- the dislocated worker.

As I begin, I would like to take a few minutes to describe HRDI. HRDI is the employment and training arm of the AFL-CIO. Since 1968 HRDI has been working to bring the resources of the American labor movement to bear in reducing unemployment and widening job and training opportunities. We all recognize there is a growing need for an emphasis on public-private partnerships in education, employment and training programs. However, it is also important to remember that organized labor is an integral part of that private sector. Through its technical assistance and information services, HRDI helps concerned unions that are part of the private sector link with employers and government to meet the needs of u employed workers.

We currently operate through 12 regional offices listed on the back of your brochure (available from HRDI National Office, 815 16th Street, N.W., Washington, D.C. 20006). Our staff have focused their efforts over the past year on increasing the involvement of state and local labor bodies in employment and training programs as the transition from CETA to the new Job Training Partnership Act has taken place.

Rod and I would like to discuss with you the use of government resources particularly under the Job Training Partnership Act to provide career guidance and training to the unemployed. We would also like to describe some labor-sponsored initiatives in this area and to explore ways in which you can further partnerships with organized labor.

If I could rank all the policy issues, foreign and domestic, that concern the labor movement today, unemployment would surely be right up there at the top. And of all the troublesome aspects of unemployment, certainly the structural dislocations taking place today weigh most heavily on organized labor.

Unemployment is certainly our number one problem as a nation. And no group is more vitally concerned about solving this problem than the AFL-CIO. But the problem is much more complex now than in the past.

Today, in addition to our traditional efforts on behalf of the disadvantaged and disenfranchised of our society, we are also faced with the perplexing problems of the dislocated worker. Those long-term

unemployed who, through no fault of their own, have fallen victim to plant closings and layoffs and who have little, if any, prospect of ever returning to their former employer, or even to the same occupation.

The unionized sector of the economy has been hit particularly hard by worker dislocations. Union members know too well about the structural changes taking place in the economy.

The labor movement is anxious to take part in efforts to address these changes. In fact, the labor movement is probably more deeply and vitally concerned about these changes than any other single group, since the affected workers are the labor movement. As organizations made up of workers, unions have a clear and direct interest in softening the blow of these dislocations.

Lifelong education and training has always been a strong labor precept. Today career guidance, education and training are more important to the labor movement than ever before. For millions of unemployed workers they are the lifeline to economic survival. One of the few federally supported resources available to provide that lifeline to workers, whose jobs have left them, is the Title III of the Job Training Partnership Act. As many of you know, the Job Training Partnership Act enacted in October 1982 was the successor to CETA. JTPA continued training programs for the economically disadvantaged initiated under CETA. It also contained a new program, Title III aimed at serving the displaced. Although available to only a small portion of those in need due to limited resources, programs funded under Title III of JTPA can provide valuable assistance to the displaced when undertaken in concert with labor, business and government organizations.

For those of you who may be unfamiliar with JTPA, let me just briefly review the major provisions of Title III. Most (75%) JTPA Title III monies are formula allocated to state governments. The Secretary of Labor retains 25% for distribution to the states for special projects. Generally, formula allocated monies have to be matched by the states on a dollar for dollar basis.

Eligibility requirements for Title III are quite broad and the state is responsible for targeting services to special groups.

In addition to flexibility granted over eligibility, Title III also authorizes a broad range of programs and services. They include:

- Early intervention programs involving labor organizations and/or employers to respond to past or future plant closing situations;
- Pre-layoff assistance;
- Job search assistance, including job clubs;
- Job development;
- Training in skills that are in demand;
- Supportive services, including career guidance and counseling and commuting assistance;
- Relocation assistance.

Each state will select the organizations and agencies that will operate training and other assistance programs for displaced workers. The organizations that may receive funds include:

- o Local labor unions;
- o State and central bodies;
- o State agencies;
- o Vocational education schools;
- o Local governments;
- o Community-based organizations;
- o Local private industry councils;
- o Community colleges;
- o Private-for-profit organizations;
- o Private non-profit organizations.

A labor organization must be fully consulted before the implementation of any Title III program affecting a substantial number (not necessarily a majority) of its members.

Money is available right now for dislocated worker programs. $110 million was allocated during FY '83 and $99 million was included in the FY '84 budget for the time period October 1 to June 30th.

Organized labor with HRDI's assistance in many states is seizing the opportunity to become involved in JTPA programs for displaced workers. For example, the Montana AFL-CIO has mounted a statewide reemployment program in conjunction with affected unionis in the state. Known as "Project Challenge: Work Again," it provides an array of services designed to help displaced workers become reemployed. These include group training sessions in job search techniques and employability development; weekly follow-up services; job development; retraining and relocation assistance.

In addition, the Montana AFL-CIO is the primary sponsor of the "Rocky Mountain Work Project," an eight state project funded under Title III. This program will provide staff to each state AFL-CIO body who will be responsible for providing job search assistance as well as personal and career counseling to laid-off workers. In addition the Rocky Mountain Work Project also will generate research on plant closings, training and related economic issues to further refine and enhance the project's goals. The project involves not only coordination among the eight Rocky Mountain states but also involves local PICs, the employment service, elected officials and educational and community organizations.

Local labor unions, state and central labor bodies are becoming increasingly involved in JTPA Title III Programs. HRDI has in fact mounted its own program which Rod will describe.

Even if labor organizations are not in a position to actually operate programs (and we know that many of them will not be) they can provide a myriad of special services in a coordinated approach to the problem. You who are tasked with providing services to the unemployed, can find labor helpful in a number of ways. For example, organized labor can:

- o help state and local areas define their priorities by identifying workers in need.

- o serve as the vitally necessary broker between workers in need and the social, education, employment and training services available to assist them in their community.
- o provide counseling with other support services to help laid-off workers cope with their job loss.
- o provide specific retraining or job search assistance to workers in need.
- o help the state and local area identify occupations in demand to assure that government education, employment and training funds are successfully targeted.

One of HRDI's major goals over the next several months will be to expand on our experiences of the past and help labor take an effective and active role in the implementation of Title III. One of the most important lessons we've learned is that no one group can handle these problems alone. If the solutions are to be effective, there must be a commitment on the part of both the public and private sectors. We have worked collaboratively, for example, with the National Alliance of Business in an effort to foster labor-management initiatives in serving displaced workers. We will take that experience and our others and we will be providing technical assistance to labor organizations around the country. We'll also be working with Governors' staffs and local SDA programs as well. We want to make sure that labor's experiences and know-how will be brought to bear in planning for displaced workers. We'll want to be sure that unions have a chance to let the staets know programs they think should be created to serve unemployed workers. We want to be sure the staets make full use of labor's resources in the programs they fund to insure them ultimate success.

Ms. Dwyer then introduced Mr. Rod DuChemin.

Mr. Rod DuChemin,
Assistant Director, AFL-CIO
Human Resources Development Institute

Rod opened by relating an experience in his background working with counselors in education . . . we are entering into an area with the partnerships that is becoming vital . . .

I would make three major points:

1. That dislocated workers (i.e., people laid off indefinitely after years of work with a single employer or in one occupation) have many problems shared by others who are unemployed -- but also suffer from their own special problems, these special problems require different career counseling approaches. These special problems include:
   A. Examining their present relationship with their former job, employer and occupation.
      - o Do they expect to be recalled? If we get an advanced notice that the plant is gone, are these realistic expectations?
      - o Can they find another job in a similar occupation?
      - o Are their wage expectations realistic? (Do they have to recognize the likelihood of a pay cut?)
      - o What are the pros and cons of relocating? This is especially a difficult issue with older workers.
      - o What are their fears about changing occupations?
   B. Identifying the skills that they gained on the job after many years and outside of the job. (Many existing programs geared primarily for white-collar, college-educated workers)
   C. Coping with their feelings of loss, failure and self-blame:
      - o lack of self-confidence leads to poor job search;
      - o anger towards former employer.
2. HRDI has attempted to address the problems of dislocated workers in an appropriate way by emphasizing:
   - o tapping the network and resources of the union;
   - o emphasizing the self-help and the peer approach-member helping member.

   A. About 18 months ago we developed a 4 hour workshop. We started out thinking we'd do about 5 of these workshops a year. But in the 2 years since its birth we've conducted 83 workshops involving nearly 7,300 participants. We go into an area at the request of the local union. It includes things like stress management, financial counseling, and career counseling. Since these workshops are more or less a bandaid we've tried to develop a program after the initial workshop.
   B. Workshop has led to more extensive efforts:
      (1) For example, in Logan, Ohio: OCAW joined with local community-based organization (with HRDI, OCAW International, and Ohio AFL-CIO's help) to obtain $15,000 planning grant (CETA TItle VII) to hire three laid-off abrasives factory workers (union members) and one laid-off management person. After

training in basic interviewing, listening and outreach skills, the team of four conducted a needs assessment of the over 300 who had lost their jobs to determine what employment, training, education, counseling and social services were required for the group. In two months personal contact was made with everyone who had been laid off, the majority through home visits. As a result of these indepth interviews and the information obtained, a $175,000 worker retraining and assistance program was recently announced for that area. The four people who had conducted the survey will be hired to staff the new program. Specifically, the three former hourly workers will continue -- one as an outreach worker and two as job club coaches, teaching their former co-workers how to look for a job.

(2) Cumberland, Maryland: Unions severely hurt by closings and cutbacks over the last two years are working with the county government to operate a center for dislocated workers. Five laid-off workers (members of ACTWU, rubber workers and glassworkers) are being trained as volunteers to provide information and referral services to the hundreds laid off in the Western Maryland area. The center is a cooperative effort by several agencies to insure that workers in need are aware of the various programs in training as well as social services that are available.

(3) Others

a. UAW - Fairchild Assistance Center being developed in local union hall

b. Training of union volunteers in Midland, Pennsylvania

3. Collective bargaining has produced joint union-company career programs, sometimes independent of JTPA.

Let me tell you briefly about the program at Midland, Pennsylvania, which got underway within the last few weeks. Midland is where Jones and Laughlin Steel and the United Steelworkers Union are returning a former Crucible Steel Plant to production. When Crucible closed the plant, it idled over 4,000 steelworkers in an already depressed area. After J&L purchased the facility early this year, the union secured an agreement to establish a community training fund. The fund is financed by a 75-cent per hour contribution for each person working in the reopened facility. What's particularly innovative here is that the retraining fund will serve workers who will not be recalled to the reduced workforce at the steel facility. It will also help members of their families and other residents of the communities hit by the Crucible shutdown.

Several weeks ago, the steelworkers and J&L initiated a job search assistance program at Midland that HRDI and NAB helped develop. The program will be financed by the fund. We're anticipating that soon the job search program will be tied in with a new JTPA financed comprehensive community assistance center which we also helped design.

Among the largest labor-management programs that have been established through collective bargaining to assist displaced workers

are the initiatives in the auto industry. The five-cent-an-hour agreements between the United Auto Workers and GM, Ford and International Harvester are underwriting nationwide joint training efforts for workers displaced from this industry.

Labor-management initiatives can be critically important in helping workers adapt to changing workforce requirements. A case in point is the historic agreement ratified earlier this month between AT&T and the three unioins representing over 700,000 telephone operators and technicians -- the Communications Workers of America, the International Brotherhood of Electrical Workers, and the Telecommunications International Union.

The agreement will establisn career development training programs as a shield against displacement due to technological change. The programs will help workers acquire the broad skill competencies that they'll need to move into new kinds of work as the telephone industry's needs change.

As with most other collectively bargained training programs, the three unions and AT&T will jointly oversee these career development activiteis through a training advisory board with membership drawn equally from the unions and the company.

Besides these collectively bargained approaches, unions are working increasingly with management in long-range planning that will affect their members' future employment. From our direct involvement in dealing with displacement over the past two years, we sense that employers are gaining a growing recognition of labor's interest in issues such as human resources development or training -- a growing understanding that the unions can contribute to the company's strategic planning process. The significance of these joint programs is that career development/guidance approaches that have been commonly used with white-collar occupations or management are now recognized by both companies and unions as applicable to hourly production workers also.

These approaches cannot be applied in exactly the same form -- modifications to address the special needs of the blue-collar worker -- especially, the laid-off blue collar worker -- are absolutely necessary. Union involvement in the redesign and refinement of the materials and exercises can become the key to a successful career development and guidance program for production workers.

In closing, it is obvious that we must seek one another out to disccver the others' needs.

Ms. Dwyer introduced the final topic and presentor.

Local Career Guidance Programming

Dr. Dorothy E. Jenkins,
Assistant Director
Guidance and Counseling Branch
District of Columbia Public Schools

On behalf of superintendent, Floretta McKenzie, and the D.C. Public Schools, we are indeed happy that our system has had the opportunity to share all our good results. We truly have been the recipients of a fine relationship with the business community, with the university community, and with community agencies. I did bring a copy of the annual report of the superintendent which demonstrates our outstanding accomplishments (available through the Communications Branch, D.C. Public Schools, 415 12th Street, N.W., Room 905, Washington, D.C. 20004.)

I am proud to be here because I represent the Guidance and Counseling Branch of the D.C. Public Schools. We have approximately 288 counselors for our 92,000 students. We have 14 career specialists that were just hired last year. We have 6 vocational education counselors and 18 teacher-coordinators. You can see that we have a huge counseling component for the delivery of qualitive services to our students. Part of our success is our leadership at the head of each office (e.g., Division of Student Services, Division of Special Education, Division of Instructional Services, Division of Career Development Programs and Division of Adult and Continuing Education) collaborating in the delivery of services to our students.

The Guidance and Counseling Branch has a major responsibility with each of these offices to coordinate the programs within each of these divisions. Our counselors are the only supportive staff in the schools that are full-time; therefore, counselors have need of varied training. The goal of the Guidance and Counseling Branch is improving the quality of counseling - an imperative for students. One of our specific priorities this year is vocational education including career decision making, job-placement and follow-up.

With a limited budget for our branch, collaboration is critical in securing training for counselors. An example, the Institute of Educational Leadership provided training this summer for our counselors to work in business and industry. Counselors assessed the skills and demands expected by employers.

Education in America today is in critical need of change at all educational levels in order to make education relevant to the needs of students, the community, and society at large. School systems have been traditionally designed to prepare students for higher education. These students who are unable to meet the rigid standards required by postsecondary institutions, armed services, technical schools and the job market are frequently characterized as dropouts with minimal academic and occupational skills to sustain themselves in today's society.

We must build an educational system that is truly responsive to the needs of all students, not just a fortunate few. We must have an educational system that takes into account the varying abilities of students.

The concept of career guidance holds greater promise for students especially minority populations to attain a well rounded education from grades K-12. This concept continues various phases over one's life span.

In elementary grades, career awareness themes are emphasized to acquaint students with a wide range of activities outside of the self contained classroom. The intermediate grades began to explore occupational clusters with more specificity on the variety of job roles that are interrelated. In the senior grades students began to concentrate on occupational areas which are compatible with their interests, aptitudes and abilities. It is at this stage that the degree of academic and career preparation assists students in making feasible and wise decisions towards their career goals. An educational system that incorporates the career guidance concept will prepare students to meet the demands of our rapidly changing technological society.

In the District of Columbia Public Schools, we provide career guidance services to approximately 92,000 students. Because the learning modalities of students are different, through a systemic approach, we must be able to render career guidance utilizing many creative strategies. Some of the D.C. Public Schools' most successful delivery of career guidance has been through the collaboration with business and industry. An "Investment that Works," is a program developed for five comprehensive high schools with the support of the public/private sector. The following is a listing of the schools and examples of the type of sponsorship the programs receive:

- Woodson Senior High School - Business/Finance sponsored by Blue Cross/Blue Shield, D.C. Bankers Association.

- McKinley High School and Lemuel Career Development Center - Communications sponsored by C&P Telephone, Xerox, Eugene and Agnes Meyer Foundation, Time, Inc., WJLA.

- Eastern High School and M.M. Washington Career Development Center - Health Professions sponsored by Capitol Hill Hospital, D.C. General Hsopital, Howard University, College of Allied Health Science.

- Roocevelt High School and Burdick Career Development Center - Hotel Management/Culinary Arts sponsored by Culinary Institute of America, Hotel Association of Washington, D.C. and Private Industry Council.

- Dunbar High School - Pre-Engineering sponsored by Alfred P. Sloan Foundation, General Motors, Goddard Space Center, IBM, Metcon, PEPCO.

We have a very serious immigration problem coming into District of Columbia. We had a workshop yesterday where several of our bilingual counselors expressed their concern in counseling. These new people

will have personal and social problems as well as placement and unemployment problems. Another special population that needs help is the handicapped.

Finally, I would like to review the ideas of Dean Mazey of Temple University who outlined in the New York Times recently the tools today's students must be equipped with in order to survive in a highly competitive society.

1. Knowledge of written and oral communication;
2. Awareness of the laws of economics;
3. Understanding of the computer;
4. An ability to look at and define problems objectively;
5. A strong technical background in specific disciplines (e.g., history and philosophy);
6. An appreciation of life long living;
7. Intellectual integrity to know what is right and how business should be conducted:
8. Skills that prepare individuals to set realistic goals;
9. Opportunity for the global aspects of the environment;
10. Knowledge of public management.

The challenge for counselors and vocational educators is so great that we will have to enhance our own interpersonal relations and collaborate with business and industry to serve our contemporary students.

These programs were developed for students who feel that they will need appropriate training very early. These students are identified in the 9th grade. These programs which are just two years old, are a fine example of collaborative efforts.

I would now like to talk about the division of career development programs which offers our vocational educational programs. Dr. Otho E. Jones has done a tremendous job in marketing career development. We are undergoing a great deal of renovation. It is through the Advisory Councils, collaborating and sharing, that these renovations are occurring.

We have tried to eliminate stigmatism in vocational education by requiring that all students, regardless of whether they go to comprehensive high schools or vocational high schools, have the same balance of courses and experiences and the same quality of teaching and counseling. This can only occur when the staffs from all our divisions collaborate and work together.

One of the exciting strategies utilized with the Career Development programs is that the students are now on a shared time basis, thus giving students the opportunity to receive a specialized training and a balance of the liberal arts courses. We hope this will ensure that vocational education is not stigmatized, as it has been in the past.

Another example is the Centralized Job Placement Component, which is directed by Dr. Susie B. Morgan. This effort is about two years old. This is a concerted systemic effort by the D.C. Public Schools to coordinate all placements for students under one administrative unit. Students are giving the opportunity to participate in full-time and

part-time job placement, in-school work experiences, internships and career shadowing.

The Guidance and Counseling Branch has also taken some initiative to develop collaborative relationships with the public/private sector. We have launched two programs this year. One is a college prepatory program which is called "Project Enrich." It starts with 9th grade students. The consultants in this program come from higher education agencies, as well as representatives from the American Council on Education. "Project Explore," a career awareness program designed for 9th graders also, is the second program begun this year.

As we look into the future, career guidance has a real big job. My major concern at this point is whether we'll be able to train existing staff fast enough to deal with all the changes we are facing.

Ms. Joan Wills introduced the luncheon speaker.

Keynote Address

Dr. Richard DiEugenio
Senior Legislative Associate
Republican Staff
House Committee on Education and Labor

It is a pleasure to speak here today. I have been asked to forecast certain trends as seen from Capitol Hill and to ascertain their accuracy. Hopefully these trends represent an accurate perception of reality since they constitute the perception of many members of Congress and their staff. I will try to just touch upon some of these ideas for you today, and some notions that seem to be, if not commonly accepted, at least discussed and dealt with from the perspective of the staff. Of course, as Joan mentioned I represent the Republican side of the aisle, and I trust that you will keep this in mind. . .

On Capitol Hill we are often dealing in the "short-term". We do not often have the opportunity to do a lot of thinking about some of these long-range ideas. That's left to the research people like Joan to deal with long-range planning. It was of particular interest to prepare remarks for a discussion such as this, because it afforded me an opportunity to step back away from the daily activities and just take a look at some of the ideas, some of the thoughts, recall some of the conversations with various members, particularly on the Republican side of the aisle about some of these issues.

One of the concepts that seems to be conventional wisdom for the decade ahead is the notion of dramatic demographic and educational realignment. I think people see a tremendous amount of individual displacement. The notion of mobility comes up when one discusses that - geographic mobility, interindustry mobility, wage mobility. Those kinds of factors seem to be there.

We must focus on how our society handles "change". We look at the size of the U.S. population and the projections that most people are talking about for the 80s and 90s: slow growth of the population. An age structure really coming into focus is the 25 to 40 year old bracket in terms of the immediate and short-term that must be dealt with. Of course, that has all types of implications for the demands society will place on government, and also for the kinds of policies that government will have to deal with when you are talking about that particular age cohort. It also raises long term implications as to the aging of that particular cohort in another twenty years to the time when the post World War II babyboomer generation becomes the elderly.

A few of these points need to be brought into focus, along with the introduction of new technology and business practices that will effect the job market and how all of these items will interact on the kinds of issues being discussed at this conference.

One way to look at some of these implications is to get a pro and con analysis as to what the prospects might be and what demographic factors tell us as far as the job market, skill preparation, educational requirements, how schools could better serve the nation and individual students.

One of the keys has to be greater coordination, cooperation, communication among the various sectors of society. The schools can no longer afford to be isolated. I think that has been made dramatically clear by every one of the major national studies on the condition of education that has recently been published.

This notion of coordination has been around for quite some time, but I think even more so today, and you'll find increasing emphasis placed on it.

I was interested to notice that Dr. Jenkins from the D.C. Public Schools is here because I know Congressman Bill Goodling is constantly citing the work of D.C. School Superintendent Dr. Mc Kenzie as an example of an education leader who is making sure that the schools avail themselves to the needs of the community so that the students can be better served as well.

It is interesting that one of the positive effects of the changing job market and the increasing demand for skills is creating more pressure on young people to make the best of their education. That can also be tied into the current demand for standards and excellence.

One quote out of a recent popular magazine illustrates this point, "Nobody can build high-quality economy with low-quality components. Yet without a competent work-force this is what America is faced with."

One interesting perception that a lot of people are discussing is that education is turning around; look at the list of things that individual states are doing regarding their educational standards. But often times the conventional wisdom reflects what was really true two or three years ago, not what is actually true today. While there may be some optimism in some quarters because of the demographics, others say education is really a declining industry. They go on to describe the characteristics of a declining industry.

> "Unfortunately, declining industries are almost always dying industries. With declining enrollment there are few new job opportunities and little influx of new talent. As opportunities for advancement and promotion disappear, the people with external job opportunities, often the best people, bail out first. Intellectual rigor is replaced with intellectual, sociological and administrative rigor mortis. Almost no one manages a dying industry well, and education is no exception. Education bureaucracies become worse, not better, in their death throes. Yet no country can afford to let its education and training systems die."

This latter point is the feeling that many people have and I think the recent national studies tend to confirm that perception

that the education is not doing the job. That, if you will, it is becoming a dying industry lacking opportunities.

On the other hand, you can turn it around and say now is the time to act because it's bottomed out. The American people are willing to respond. A recent Gallop poll indicated that citizens will pay increased taxes for "improved" education. We constantly hear of success stories, energetic people who are pushing education through into the 1980's and through possibly the 1990's. People like Dr. McKenzie who are making a mark.

So you hear from both the pessimistic and the optimistic. Even the increased attention on the merit pay issue among teachers is a fascinating debate.

But I think that there is one point that comes through loud and clear, in the accepted political wisdom on Capitol Hill; the schools must provide students who are competent in the basic skills - have a basic grasp of the English language and basic mathematics ability; that will be a key factor for business and industry; not that they necessarily have to be trained in job specific skills, that may be more of a role for post secondary vocational training programs; that at the basic level students come through with the basic attitudes about work, about the workplace; that they have basic communication skills and are essentially intelligent people who can be trained and are adaptable that they will be desirable employees; these feelings are shared by many members of our committee.

There is a sense about the mission for vocational education in all of this. This is an appropriate time simply because we are now grappling with the reauthorization of the Vocational Education Act. This piece of legislation has been introduced with broad bi-partisan sponsorship. Hearings have been held. It's just a question now of when Chairman Perkins plans to move that legislation forward. There are many problems that have been identified with that legislation. It raises a lot of issues and there are a lot of issues it doesn't raise. Consequently the Committee will have its work cut out when that legislation begins to move.

Again, I think it's important because it's coming at a time when it's exciting to be involved in "the politics of education", because of what's happening. I think that reality has gotten through.

The real question, and the more difficult, fundamental question, is how do we respond. The questions are easy to raise, look at, and identify. The issues are there, but when you come down to making the policy and coming up with the answers, you get to some of these fundamental problems. It becomes very difficult for Members of Congress dealing in the political arena to make some very courageous choices.

I can give one example (brought forward during our hearings): the politics of consumer and homemaking education in the Vocational Education Act. That group has a large, powerful constituency which is very visible on Capitol Hill. At the same

time other groups are placing the emphasis and focus in the Vocational Education Act on some of other "needs".

The result is that the members of the Committee are definitely being put on the spot in terms of making choices and priorities regarding limited federal funds. Politically, the easiest choice is not to rock the boat in that particular area, because of the devastating consequences. There is a large, well-organized, sophisticated lobbying effort by the consumer and homemaking people. And they have legitimate concerns and needs which no one can deny. However, when you balance that against some of the other issues being raised regarding high technology training (and there are some pros and cons about that as well), adult retraining, and students with special needs, it becomes very difficult for members to determine the appropriate federal role.

Let us look at another aspect of this whole demography issue: the high technology question and the demand for high technology training. This area represents a major new initiative in the AVAs bill and also is something that is of very deep interest to labor, industry, and people concerned about student guidance. This raises the question of what high technology means and what the implications are.

A recent article by Bob Kuttner in the Atlantic Monthly (July 83 issue) entitled "The Declining Middle" raised an interesting point. That article has a basic thesis regarding what he considers a widening polarization of the labor force. The thesis was basically stated that with more jobs being created at the top and the bottom of the ladder, America may have difficulty remaining a middle class society. Just summarizing his point:

Forecasts and trends point to the area of high technology as the salvation of our national economy. In a macro-sense this is true. However, few economists expect the booming high tech field to be an important source of new jobs, more sense its productivity is too high. I think, in one sense, it can be characterized as, "an elite industry of professionals."

I just want to point out some of the things I found interesting but also troubling in terms of long-term prospects as far as the implications and the questions Kuttner raises and I'll just quote a few paragraphs from Kuttner to give you some food for thought:

> "If the changing shape of the nation's economy indeed signals a change for the worse in the distribution of jobs, there has been surprisingly little fruitful discussion of what is to be done. Public-policy debate focuses primarily on the gross unemployment rate, and on the need for government to create jobs or to subsidize job training. The quality of work, aside form industrial health-and-safety hazards, and the distribution of job opportunities are not visible public issues.
>
> Some economists believe that demographic shifts are responsible for the polarization of the work force, and that demographic shifts will eventually restore equilibrium . . .

> The trouble with this theory is that it fails to acknowledge the changing range of occupations, as well as the opportunity to rise within them. The demand for workers is increasingly skewed to the extremes as a result of technology - a pressure independent of supply . . . Demographic shifts are likely to aggravate the competition for at least a generation . . . Twice as many middle-aged people will be competing in 1995 for the limited supply of breadwinning jobs . . .
>
> It is entirely possible for the economy as a whole to grow more productive while wages and occupations continue to concentrate at the extremes . . .
>
> The demand for workers today is increasingly shifting toward professional jobs at one extreme, and low-wage, routine jobs at the other, it is no solution to upgrade the qualifications of workers. Although nobody should oppose the improvement of basic education for its own sake, education will have little impacct on the kinds of jobs available . . .
>
> Since the real problem is one supply of good jobs rather than the supply of good workers, an emphasis on education and training will make the work force even more frustrated than it is now."

I just found that fascinating in terms of the conventional wisdom and the way we are operating in the short-term, looking at educational standards, the quality of education, what can be done to increase teacher competence, increasing the types of qualifications a student will have upon graduation. We are looking at these very short-term problems and trying to address them in legislation in a very narrow range. Yet we have these longer-range implications - it's a sobering thought. I'm not saying that this scenario will play itself out in the future but it's an interesting one, especially if we tend to concentrate strictly on high technology as the "answer" to our problems.

I know on Capitol Hill it's very easy to get "caught up" in a few buzz words. For example, many say that the new vocational bill is a real improvement over the old piece of legislation because it emphasizes business - industry-school partnerships for high technology training - a fascinating and intriguing idea. I'm not belittling that because it is an important aspect of the legislation. But at the same time we can't say this is the panacea that is going to cure all of our problems. There are some things that we have to give some very deep thought to.

In closing, I would like to say that for the short-term, I feel fairly optimistic. One example is the collaboration between schools and the private sector, I just see that as essential for the short run. Other short-term approaches involve:

1) An integral role for career guidance and counseling programs.
2) The upgrading of curricula and standards. (I don't think anyone would say that's something we should not pay attention to.)
3) Customized training by states, especially for postsecondary vocational education, where State agencies can sit down with prospective employers and with labor

unions to advise appropriate training programs so that the public sector can make its individual area more attractive for the relocation of business and industry.

4) Some of the basic improvements in math, science, teacher upgrading, and critical shortages.

These short-term problems are relatively easy to grapple with, but the longer term is definitely more difficult and raises deeper policy questions regarding the role of government and the private sector and our traditional attitudes toward work and careers, especially for the non-professional work force.

I think some of the issues raised by Kuttner are fraught with dangers. We have to examine them and we have to be very careful. One key seems to be a more flexible work force in terms of skills and an attitude that accepts change. So that students not only are being given certain types of skills in their preparation for life after school, or in their retraining programs, but that attitudes are developed so that they recognize that they need to continue to grow and to be flexible in terms of mobility. I think it's important for people to have an attitude that they must continually upgrade and possibly retrain themselves for difference types of careers.

As we move into the 1990s, we must not be thinking of a "career" but rather a series of careers. This may be a familiar concept to those of us in this room, but I think if you talk to high school students there is not an internalization of what that really means. That's not an easy thing for an awful lot of people. So I think that expectations for mobility must be different.

We are facing a lot of structural change in the coming few decades. That is exciting in one sense and it's frightening in another. In my view, these next twenty years are going to be very interesting.

(Mr. James Auerbach remarked about the planning of this conference and introduced Michael M. Arnold)

Workers' Needs and Reponsive Career Guidance

Michael Arnold, Executive Director,
AFL-CIO Human Resources Development Institute

I am pleased to have this opportunity to join in the discussion of "Workers' Needs and Responsive Career Guidance." This is an issue in which the labor movement has historically taken a keen interest. Today, with the devastating effects of the current economic situation on the careers of millions of workers, we see the need for effective career guidance as an acute national concern.

Most workers in American industry probably never gave a thought to "occupational goals" when they followed their fathers and their neighbors into good jobs during the '50s, '60s, and '70s. Now the jobs of many of those workers are moving overseas, or collapsing under the weight of outmoded equipment and under-investment in productive facilities. Workers who felt secure in lifetime careers just a few short years ago are now faced with hard decisions about new jobs, education, and retraining.

At the same time, we've got to contend with the career guidance needs of new entrants into the labor force. Young people coming into the job market today are up against stiff competition from more experienced workers. They need all the help they can get to navigate the rough waters between school and work.

For obvious reasons, the occupational needs of both experienced workers and new entrants are of deep concern to the labor movement. And consequently, they're of considerable concern to HRDI, as we attempt to provide assistance to these workers.

Labor organizations, of course, are organizations made up of workers. So unions have a clear and direct interest in helping workers adjust to the changing demands of the workplace. It's also traditional for workers to turn to their union for help when they face the loss of a job. So unions feel a special responsibility to lend a hand in addressing the problems of dislocation.

Organized labor is convinced that the solutions to workers' readjustment needs lie jointly in the hands of labor, management, and government, working closely with the education community. Similarly, from our viewpoint, the school-to-work transition presents problems that can best be solved by a joint partnership of labor, management, and the public sector, including education.

We see the need to attack workers' needs from three directions: through joint labor-management efforts in the workplace, through public policy, and through special programs involving labor, employers, and the schools. I'd like to say a few words about each of these elements of an effective policy toward career guidance, and point out some examples of what organized labor has been able to do to encourage each of them.

First, in the arena of joint labor-management efforts, the labor movement's principal tool has been its traditional one -- the collective bargaining process. Collective bargaining agreements are moving in imaginative new directions to give workers not only retraining opportunities but also some protection against sudden job loss -- and when layoff is imminent, some income security and the wherewithal to move into new jobs.

A case in point is the agreement ratified last month between AT&T and the three unions representing over 700,000 telephone operators and technicians -- the Communications Workers of America, the International Brotherhood of Electrical Workers, and the Telecommunications International Union. That agreement establishes career development training for telephone workers as a shield against displacement due to technological changes. The career development programs will enable phone company employees to acquire the broad skill competencies that they'll need to move into new kinds of work as the industry's needs change.

As with most other collectively bargained training programs, the three unions and AT&T will jointly oversee the career development activities through a Training Advisory Board, whose membership is drawn equally from the unions and the company.

At another panel this morning, Elvin Hendricks of the United Auto Workers and Richard Collins of Ford Motor Company described the UAW's five-cents-an-hour agreement with Ford. Some of the largest labor-management reemployment initiatives in the country are the ones established through collective bargaining by the UAW and Ford, GM, and International Harvester. This fall, the UAW and GM announced plans for a $7 million training effort in Flint, Michigan, using money from the five-cents-an-hour fund. In California, GM and the Auto Workers have been operating their program for a year, with the help of supplementary state and federal funds. I understand that in California, over 1,200 workers have already found new jobs as a result of the counseling, assessment, retraining, and job search assistance they've received from the UAW-GM program.

The Washington Post this week is running a series on the difficulties the UAW and GM are experiencing in trying to turn assembly line workers into electronics technicians. It is going to be difficult. But that doesn't mean we can write off retraining as a legitimate readjustment tool for dislocated workers. We need to recognize it may take more than a crash course in high tech skills to rechannel workers into new areas of proficiency. Certainly this is one of the major challenges facing the education community and the private sector -- labor and management alike.

Besides these collectively bargained approaches, unions are working increasingly with management in long-range planning activities affecting their members' future employment. From our direct involvement in dealing with displaced workers over the past two years, we sense that among employers, there is a growing recognition of the unions' interest in issues such as skill development and retraining -- and a growing understanding that the unions can contribute to the company's strategic planning process.

Advance notification is certainly critical if workers are going to have time to plan their career change prior to layoff, and the labor unions aren't the only ones who have long advocated this. Back in 1966, George Shultz recommended six months to a year as the minimum period necessary for planning an effective response to a shutdown.

One of the most frequently cited success stories in worker readjustment services -- involving the Tobacco Workers and Brown and Williamson at Louisville, Kentucky -- was made possible by a two-year advance notification. The company and union used that two-year period to establish outplacement and retraining services and prepare workers for a smoother transition to new jobs.

Obviously, most unions don't have two years to work with. But it's clearly important for employers to give as early a warning as possible, so there will be time to put transitional services in place. One key activity during that planning period is for the union and company to work with educational institutions and technical schools to develop courses -- especially night and weekend classes -- leading to new jobs.

Less visible than mass layoffs, but just as great a concern to the labor movement, are the technological changes and shifts in production patterns that are eliminating so many jobs today. Advance notification is equally critical here.

Some unions have negotiated agreements guaranteeing advance notice of technological changes that would affect members' jobs. The Steelworkers, for example, negotiated a contract with American Can Company several years ago that provided 12 months' early warning on major technological changes or work transfers, as well as plant closings.

Unions are also increasingly pressing for other kinds of career protections through the collective bargaining process. The major rubber companies for several years have guaranteed the Rubber Workers preferential hiring and seniority for their displaced members in new plants, as well as severance pay, liberalized pensions, and full credit for fringe benefits at termination. Some contracts, like the United Food and Commercial Workers' agreement with Armour, have provisions for moving expenses and other assistance to ease the transition to new jobs. Of course, many labor-management agreements also provide for Supplemental Unemployment Benefits to tide workers over until they find employment.

I could mention many other labor management initiatives which have helped workers adapt to changing labor markets. The problem, however, is one of such proportions that it can't be addressed by the private sector alone. Clearly, it is also a matter for public policy attention -- at both the federal and state level.

Long before this current recession, organized labor was pressing for legislative action to mitigate the effects of company shutdowns on individual workers -- and to minimize their impact on the communities where they occur.

The states have generally been slow to adopt such legislation, and only a few have adopted any form of plant closure laws. Where they

exist, these state laws generally require some advance notice to give workers time to make new career plans; or they offer assistance in negotiating worker buyouts. Despite the limited entry of the states into this arena to date, we see the tempo picking up in the state legislatures now. Labor is actively supporting proposed measures in a number of states that could be enacted in coming months.

At the national level, the AFL-CIO is also working toward federal legislation to regulate plant closings. The labor movement also believes the federal government has a responsibility to provide retraining and reemployment assistance to workers who have been displaced from their jobs through no fault of their own. We were pleased that Congress recently appropriated $26 million for retraining, job search, placement, and other services for workers eligible for Trade Adjustment Assistance in the coming year.

The new Title III program of the Job Training Partnership Act offers a significant opportunity to meet the changing employment needs of workers in declining occupations and industries. Title III provides money to the states for retraining, counseling, job search assistance, and other services to help dislocated workers move into new jobs.

This is the first time since the days of the Manpower Development and Training Act of 1962 that our nation's employment and training system has officially recognized the needs of workers displaced by a changing economy.

As you know, unionized industries have been particularly hard hit by the current turndown. So we welcome Title III as a new source of potential assistance for many displaced union members.

In recent months, HRDI has been actively working under a mandate from the AFL-CIO to make sure labor organizations have an opportunity to participate in the design and operation of the new Title III programs under JTPA. The legislation, in fact, recognizes the important contributions labor can make to these programs and requires full consultation and involvement of unions in Title III programs serving their members.

In eight Rocky Mountain states, for example, HRDI has put together a unique regional Title III program offering job search and placement services through the Rocky Mountain Labor School. The program is organized labor's first regional approach to the needs of workers affected by dislocation and the first under JTPA.

The Montana AFL-CIO is operating the program on behalf of the sponsoring AFL-CIO federations in Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming. I want to note that, in drafting the program outline, we specifically referenced the intent to coordinate activities with the education community.

We're also working with a number of AFL-CIO state federations to develop labor coordinator programs that will facilitate joint efforts by the governor and the labor movement to address the problems of dislocation in their state. Programs like these will give the JTPA system access to resources within the labor movement that we believe will enhance the effectiveness of training partnerships.

HRDI has also had the opportunity to cooperate with the President's Advisory Council on Private Sector Initiatives and the National Alliance of Business in a multi-state effort to demonstrate new forms of labor-management cooperation on displaced worker issues. We're assisting unions and management at sites like J&L Steel in Midland, Pennsylvania, Armco Steel in Houston, and International Harvester in Canton, Illinois and Ft. Wayne, Indiana, to develop job search programs and other forms of assistance. We're hopeful that we'll not only help the workers directly hit by these closings, but that we'll also shed light on new approaches for helping the affected workers make a transition into new kinds of work.

I'd like to tell you briefly about the program at Midland, Pennsylvania, which started up just within the last few weeks. Midland is where Jones and Laughlin Steel and the United Steelworkers Union are returning a former Crucible Steel plant to production. When Crucible closed the plant, it idled over 4,000 steelworkers in an already badly depressed area. After J&L purchased the facility early this year, the union secured an agreement to establish a Community Training Fund. The fund is financed by a 75-cents an hour contribution by the company for each person working in the reopened facility. What's particularly innovative here is that the retraining fund will serve workers who will not be recalled to the reduced work force at the steel facility. It will also help members of their families and other residents of the communities hit by the Crucible shutdown.

Several weeks ago, the Steelworkers and J&L initiated a job search assistance program at Midland that labor and management developed together, with assistance from HRDI and the National Alliance of Business. The program will be financed by the fund. We're anticipating that soon the job search program will be tied in with a comprehensive community assistance center which we also helped design. The community assistance center is an important feature of the J&L program, since it will help workers and their families cope with the psychological, social, and financial problems that go hand-in-hand with being laid off. Again, this program is being coordinated with the education system through the Beaver County Community College.

If there's one aspect of the new Job Training Partnership legislation that we in the labor movement see as paramount for a successful reemployment effort, it is the partnership concept. We hope our efforts at places like J&L, International Harvester, and others will point the way for similar labor-management initiatives at other sites. In addition, we hope to demonstrate that it is not bad business for employers to deal openly and honestly with their employees and their unions about impending cutbacks or closings.

So far, I've talked mainly about the career change needs of workers displaced by changes in the economy. Certainly this is a top concern today, and it will remain one even as national unemployment rates gradually go down.

In 1982 and the first half of 1983, over one and a half million workers were put on temporary or permanent layoff. Some 900 employers closed their doors -- either permanently or indefinitely -- idling more than 278,000 workers in every area of the country. Although the layoff rate is slowing somewhat, the number of plant closings didn't subside a great deal during the first half of 1983.

This suggests that we're still experiencing serious and pervasive dislocations, even though the size of the facilities being affected is somewhat smaller than it was a year ago.

Unemployment remains at unacceptably high levels -- despite the encouraging decrease in the national rate to 8.8 percent in October. Of particular concern is the hard-core group of over 3 1/2 million long-term unemployed who aren't benefiting from the slight pickup in employment. Another 1.6 million are too discouraged to continue their search for work, and 5.7 million workers are working only part time at significantly less earnings simply because full time employment is not available. So we are going to have a significant number of long-term unemployed and underemployed with us until the nation takes steps to get its economic house in order.

I want to share with you the rather disturbing findings of a blue-ribbon AFL-CIO group who have taken a hard look at our nation's economy. Their report, published in August, concluded that America faces a persistent job shortage that isn't going to let up anytime soon. The job shortage is aggravated by trade and technological developments that only reduce employment more. The committee predicted that, unless we take some aggressive steps to stimulate employment and revitalize our trade, tax, and industrial policies, this country will see the emergence of a new underclass of jobless workers. As we move toward the 1990's, that underclass of 4 to 6 million unemployed workers will threaten the stability of our nation's institutions and weaken our competitive position in the world economy.

Organized labor is deeply concerned about the implications of these findings. We feel it's going to take determined action to increase employment opportunities and turn around the economic conditions that are breeding this underclass.

We consider this action to be a responsibility, not only of the private sector, but also of government. Certainly, the way we deal as a nation with these broader issues of employment growth will have a tremendous impact on the options of workers regarding their own career choices.

Although the career needs of dislocated workers are obviously a pressing concern for the labor movement, I want to point out that organized labor is also very much interested in the issue of lifelong education for workers in general. The AFL-CIO sponsors its own continuing education program, in cooperation with affiliated unions, through the George Meany Center for Labor Studies in Silver Spring, Maryland. Throughout the country, labor education centers at state colleges and universities are providing workers with opportunities to broaden their knowledge and skills. An unfortunate effect of the current recession and recent federal budget cuts is that many of these labor education centers are threatened with crippling funding cuts. The AFL-CIO is working with union leaders and labor educators to try to devise ways of preventing these serious cutbacks.

Looking to the future, one way of assuring access to education and career services might be through the establishment of educationmaintenance organizations -- similar to the HMO's in the health care field. Education maintenance organizations could be a part

of the collective bargaining process. They could provide workers with career planning, counseling, computer-assisted job search, job placement and the like.

It's a concept that very much interests the AFL-CIO Department of Education, which is involved in a number of other ongoing programs to help affiliated unions meet their members' educational needs.

Another long-held interest of the AFL-CIO is in preparing our young people for the world of work. At the AFL-CIO convention this fall, the AFL-CIO Executive Council reiterated this concern. It urged affiliated unions to continue their work with teachers and schools so teenagers can learn about career opportunities in union jobs.

We hear a good deal about making high school education more relevant to employers' needs. I think there are also significant resources within the labor movement that the schools should be utilizing to help teenagers learn more about possible career choices.

For several years, HRDI operated a special program for disadvantaged high school students to demonstrate the value of this kind of labor involvement. Our program offered an enriched summer jobs experience, with special orientation sessions conducted by representatives of major labor organizations. The union leaders were able to give the young people a new perspective on their future job options. They were also able to help the teenagers recognize the importance of remaining in school to get the education they'd need to qualify for jobs on graduation.

Another model for handling the transition from school to work is the approach used by a national program called Jobs for America's Graduates. Its approach is quite simple -- to identify youth at the beginning of their senior year who are most likely to become unemployed, and to assign them to "job specialists" who counsel and motivate them and find them jobs. The results have been striking -- a 67 percent improvement in employment six months after graduation, a 109 percent improvement among minority youth, and a 185 percent improvement for youth with no previous work experience.

Jobs for America's Graduates grew out of a pilot program in the state of Delaware, and it's now operating in six states. Its board, of which I am a member, has recommended making the approach available to local private industry councils across the country. The program could be implemented through a new title to the Job Training Partnership Act or new legislation under the Department of Education. Under our proposal, local school systems would have first option to administer the program. With a relatively modest investment of $300 million in federal funds, we estimate the schools could serve some 650,000 graduating seniors each year.

I've tried to outline some of the most urgent career guidance needs of workers, as labor sees them -- both for young people entering their first jobs and for older workers who must adapt to changing realities. Clearly there are significant opportunities for public and private partnerships in meeting these critical needs. It's also clear that if we fail to meet them, we'll be nurturing a discouraged and alienated underclass of unemployed who will place severe pressures on our economy and on the fabric of our society itself.

This is a high stakes challenge. It's one the labor movement is anxious to meet head-on. But it's truly going to require a partnership effort. It can't be done without support from labor, management, education, and government. And it extends far beyond the scope of career guidance, into the broader areas of economic policy and employment growth. The only way we can tackle these broad policies is to do it together.

Thank you very much.

(Ms. Madeline Hemmings introduced James Ross)

Mr. James Ross
President,
J. Ross Associates

I should explain to you that I'm currently on a leave of absence from Bethlehem Steel to work with people who have dislocated worker problems across the country. . .

About two and one-half years ago when I was summoned to undertake a part-time job to assist dislocated workers, little did I know that in fact that would be the largest single program in Bethlehem's history. It's a nationally acclaimed program that has actually processed over 15,000 employees and their families. Or did I know this would result in my leaving Bethlehem and working with thousands of companies and communities across the country. In fact the phone is ringing so much that my wife now is my business partner and we're really having a ball.

I also want to mention the human tragedy . . . recently standing in Gary, Indiana training management how to terminate employees I had to step back for a moment and ask myself, "Do I want to go through it all over again?" The nights and days blurring together and the patience of my family. My eleven-year-old coming home one day and asking me what a hatchet man was because that's what his friends at school said I was.

But I really have to tell you in all honesty it's been the most exciting job I've ever had in my life because what has come out of it is a very effective comprehensive program that works. Very rarely do I ever change a schedule, but I changed a schedule to be here today because the very heart and soul of that comprehensive program is helping people answer the basic question of Who am I? And What do I want to do with my life?

And for that I need all of you and we need the education system. I've heard the words partnership and I say, "Amen." I appreciate what educators do. In fact for a brief time I was one myself, teaching the mornings in an inner city school in Cleveland and the afternoons in a suburb. Believe me it was like night and day. But I have a deep appreciation for what many of you do. I have a deep appreciation for guidance and counseling - it's vital and it's necessary. I'd like to step back and give you two broad based perspectives:

1) dealing with those dislocated workers from board rooms, corporate executives, down to secretaries, and hourly workers.
2) the perspective of the question of Who am I? What do I want to do with my life? community based programs.

When I spoke at the National Alliance of Business Conference in Pittsburg earlier this year I talked about a missing element of the program of detraumatizing people and death counselors. At that point, as I continue to look at errors as to what is wrong with the program, I found that one of the things we have to do is involve the entire family because it's not just an individual's problem. A part of them dies the day they walk out of that plant. We must involve the wife, husband,

and children to get the entire family unit involved, educating them for a major change in their life. Things aren't going to be the same.

I now tell you that even when that was put into effect there was still a missing element because outplacement programs were involved in process and were loosing sight of the needs of the workers. Because they went through the programs and said, "That's a lot of great stuff." Guys in Brooks Brother's suits came in to tell them how to think, dress, act, and where you do find jobs and people left and said but, "Where do I begin?"

And I can tell you whether they are 18 or 58 the hardest question to answer is "What do you really want to do with your life?" They've never been asked to answer that question before. In order to help them with that we've modified our original stance.

We give the Myers-Briggs type indicator, the Strong-Campbell Interest Inventory, a series of interviews to try to get the people themselves and their families to work together and try to internalize what they really want to do with their lives. We don't get into the mechanical process of how to do it until they can answer the question of what they really want to do.

I think it's wrong for a career consultant, a fellow like myself, to tell somebody what they want to do or write a resume for them. They really have to internalize that for themselves.

As we went through that a year ago, my long-term goal was to develop a community based program, take all of this methodogy that we had developed, and be able to walk away from communities and leave them with it. Economically deprived communities like Buffalo, New York and Johnstown, Pennsylvania.

My long-term goal was to establish community based programs, establish partnerships and linkages with the biggest enemy I have ever faced - educational institutions. To develop partnerships with education and the state employment service. To forget about turf issues and to come up with a program for all the unemployed in the area - whether they are displaced homemakers, whether they are disadvantaged youth, whether they are displaced steel workers, or whether they are people looking for second careers.

That comprehensive program is alive today in Johnstown, Pennsylvania and also is a program heavily involved with another critical element called economic redevelopment. Because if you can't get jobs created in a community you are rubbing in people's wounds. But the real test is Ross's theory on helping people find out who am I and what do I want to do with my life? We are dealing with basically more educated and sophisticated people in a controlled environment at Bethlehem Steel.

How in fact would that work? Dealing with people who many of whom had never before worked in their lives. We knew it had to be a joint effort and I knew it had to be a partnership and I knew I had to get state coalitions involved so I got Bethlehem Steel to put in a substantial sum of money, and Governor Thornberg put in a substantial sum of money, and Secretary Donovan put in a substantial sum of money. To beg in the funding for a very unique community based program.

Two weeks ago I was in Johnstown and a fellow with a John Deere cap across his eyes was sitting in the front row as I began telling people about the program. He said, "All you are doing is getting me to dream and you don't get things from dreams." And suddenly that fellow, as lots of the people we've dealt with in Johnstown began to realize that they do have to sit back and answer that fundamental question of Who Am I and What do I want to do with my life?

Approximately 1,000 people have been through the program the last several months. Some amazing statistics. First of all we are dealing with people who have been employed more than a year who come in with their families, that are hostile and angry and have tried everything else in the world to get a job and, in fact, have given up. We find out that over 95% of these people actively participate in the program, because they are, as many of those steelworkers, and senior citizens, and adult education candidates tell us, that for the first time someone is really going to help me do what I really want to do with my life. So there is a very high participation rate and also a very high placement rate in the Johnstown area.

Before we began the comprehensive partnership in Johnstown these were turf issues. What program do I go to, who do I listen to. The University of Pittsburg at Johnstown vocational technical school is offering training, and the state employment office is offering training and retrain for what? Economic redevelopment is the most critical element involved in a comprehensive community-based program.

I'm excited to tell you that we have Wall Street interested in establishing, and in fact has established, a multimillion dollar banking fund to assist businesses in the Johnstown area - not the Fortune 500 companies, not the era of trying to get federal contracts for companies that are already there, the business from 20 to 200 people to begin developing, to give expertise and to give them money to expand their businesses.

I'm really here today to talk to you as a practitioner. I've seen amazing results from sitting down with people and really helping them with career guidance. And also I've seen one of the strategic, critical errors people suffer from is to drastically underestimate their potential. If you were to poll displaced workers in this country, and ask them what their financial expectations are, I would guarantee that most of them have financial expectations lower than they had while they were working.

I can tell you over half of those 15,000 people found jobs where they are making more money than they were at Bethlehem. An amazing statistic because now for the first time in their life they were doing something they really wanted to do and were taught properly how to do it. Over half of those people made drastic career changes. Many of them went into business with their families. It's amazing to see the success of people when they are given proper career guidance, not by others but helping them really internalize what they also wanted to do.

I'd like to save whatever time we have left here today for some questions. But first for a moment I'd like to go back to Johnstown. Before I really began working in Johnstown, I heard about an unbelievable Johnstown spirit. I heard that you're touched by it, and

that everybody who goes there is affected by it. And for those of you that really don't know Johnstown very well, it's a city that had been devastated by human tragedy and three floods. At the end of the last flood I was dispatched in Johnstown and saw plackards in store windows that said, "We will rebuild." And felt a little guilty because I always said what Johnstown needs is another good flood. A month later those plackards were replaced with signs that said, "We did rebuild!"

As I heard about the famous Johnstown spirit and as I began talking to people in Johnstown, I realized this was the first community I had dealt with where I didn't run into turf issues. I too was touched by the Johnstown experience.

So it was time for everybody to roll up their sleeves. We worked with the business leaders, we worked with educational institutions, we worked with Governor Thornberg to come up with a program for all the unemployed. I encourage all of you to look at the Johnstown model, to look at the Midland model, to look at what's happening in Hagerstown, Maryland and go back to your schools and communities and work with them to come up with a comprehensive program that works and forget about the turf issues.

It's a big country out there, it's a big problem to solve, and we are all trying to solve it. What we really have got to establish are some unique partnerships in order to do that.

Small Group Discussions

Chair: Mr. David H. Pritchard, Senior Program Officer for Career Development and Guidance, OVAE

Discussion Leaders: Thelma Daley & Gisela Harkin
Discussion Reporters: Mary Ann Donovan & Patricia Hooper

Group A

Themes of Conference and Recommendations

1) There is a need for guidance counselors to have an increased understanding of labor market; educate counselors, build labor market theory into their development. This should occur in pre-service training and continue so they are updated on an ongoing basis.

2) We urge principles and administrators to do a better job of hiring and supporting counselors.

3) Encourage states to adopt policy statements/by-laws on counseling Kindergarten - 12th grade, make policy recommendations to State Board, accreditation agencies.

4) Give more emphasis on life long career planning. This should start at a young age, in the elementary school.

5) Need to involve entire community, not just the responsibility of career counselors. Emphasize networking concept. Draw on people/institutions who have knowledge of labor market. Seek closer alliances between schools and employment security offices.

6) Need to train for jobs that exist, decisions can't be made on an ad hoc basis, need for good occupational/career information system.

7) Need new analysis of what we want to offer students and how we can best offer these services.

8) Career counseling must be attached to a wellness model; not wait until disaster or a crisis strikes.

9) Strengthen NOICC/SOICC system, increase funding base.

10) Need to get business/labor to hear these messages.

We also discussed the:

1) Use of media to promote changing attitudes toward career guidance;

2) Advantages of having parents/student joint meetings to discuss career planning, as well as college preparation.

Group B

Discussion Leader: Gisela Harkin
Discussion Reporter: Patricia Hooper

In our group discussion we recognized the need to work preventatively: 1) While working with young people we would hope to give our clients the skills to prevent future crisis; 2) They need a core cluster of transferable skills so they wil be able to move from job to job from, industry to industry, and encourage them to be mobile; 3) We also thought it was critical that an emphasis be placed on "learning how to work." We talked about what we will do when we return to our own states - the "real world." We thought that today's meeting did a good job of showcasing model programs but the real implementation of these ideas must occur at the state level.

We can take the model shown in this week's conference back to our states. We should establish the goal to have a forum like this presented in every state. And some members thought it should be localized down to the city level as well.

We discussed the turf issues that would be encountered in planning such a conference. But we hope that education, agencies, business and labor are ready to move beyond that for the common goal.

We also realize that because we want a prevention focus it will be hard to identify a prime mover. In a crisis everyone is ready to react, but someone will need to step forward if we want to move now. It was suggested that counselors could act as catalysts in this effort.

We also recognized that we will need some power and clout (e.g., superintendent and legislation). This may take some homework. Perhaps if we formalize agreements regarding our collaboration we would be more successful. That would help clarify the key issues and possibly spearhead some legislation. Ideally we'd get the Governor to call the conference.

We do need to educate our colleagues, other counselors. We need to support existing information systems and train counselors to utilize them (e.g., SOICC and ICDM).

We will also need PR and media attention.

Open Forum

Dr. Patrick J. McDonough,
Executive Vice President, American
Association for Counseling and Development

My job right now is to ask, "Where does that take us?" "What next?" "How do we take these ideas back with us?"

Audience: We need a concerted effort to see that the kind of meeting we had this week does reoccur at a state or local level. . .

McDonough: Replication of the kind of conference that we have here and dissemination and interchange of information between groups that are staging groups in various parts. Also educating other people who haven't participated in these conferences about what is happening at these conferences - networking.

Audience: I think there is also a need to begin to identify the counselors' role in this whole process . . . document . . . counselors should be doing economic development . . .

McDonough: You are citing a specific task. We have done a HEW study of the counselors' role in career education guidance. You are talking about a part of a counselors' role being economic development. . .

Audience: The proceedings of this day and a half are a model for the state level guidelines. The teams in Harry Drier's project might be tapped into. . .

McDonough: Using the structures that are already developed. Transporting this model into structures already in place to do a further task.

Audience: I'm a SOICC director in North Dakota with an advisory board already in place . . . each one has a vested interest in this . . . drop the seed . . .

McDonough: You are planning to take the activist role. Right away you are going back to present this idea to your board.

Audience: As a chairman of the state advisory council for Vocational education in Indiana, I'll report to the council the idea for us to seek the support of others and put on a conference in April or May 84 for the purpose of promoting partnerships. We would hope to get the support of the Governor's office to sponsor such a meeting . . .

McDonough: This is another activist point of view. He can go in there and effect that kind of change. Fortunately they have many of the contacts they need already in place.

Well, I learned a great deal through this one and a half day conference. From the guidance and counseling perspective the very positive approach the various representatives - whether they were labor, business, industry, government, or education - reflected a spirit of collaboration.

APPENDIX

National Invitational Conference

MAKING PARTNERSHIPS WORK:
CAREER GUIDANCE AND WORK-RELATED EDUCATION AND TRAINING

Monday Evening, November 7, 1983

6:00 - 7:00 Registration and Reception

7:00 - 9:30 Dinner and Opening Address

Chair: Dr. Leroy A. Cornelsen, Director, Division of Vocational Education Services, Office of Vocational and Adult Education, U.S. Department of Education

Welcome and Introduction: Dr. Robert M. Worthington, Assistant Secretary, Office of Vocational and Adult Education

Address: Dr. Edwin Herr, President, American Association for Counseling and Development

Tuesday, November 8, 1983

8:00 - 9:00 Registration

9:00 - 10:30 Panel: Working Partnerships in Career Guidance - WHY?

Chair: Dr. Ellen Harshman, Assistant Dean, School of Business, St. Louis University

Speaker: Dr. Norman Gysbers, Professor of Educational and Counseling Psychology, University of Missouri-Columbia

Mr. John Graves, Manager, Organization Development, Rocky Flats Plant, Rockwell International

Ms. Joyce D. Miller, Vice President, Amalgamated Clothing and Textile Workers Union

Questions and Answers

10:30 - 10:45 Break/Coffee

10:45 - 12:00 Concurrent Panels: Working Partnerships in Career Guidance - HOW?

PANEL A

Chair: Mr. Robert Martin. Associate Director, Human Resources, Chamber of Commerce of the United States

Topic I: UAW-Ford Motor Co. National Development Training Center

1. Mr. Richard J. Collins, Employee Development and Training Program, Labor Relations Staff, Ford Motor Company

2. Mr. Elvin Hendricks, Coordinator of Special Projects, United Automobile, Aerospace and Agricultural Implement Workers of America, International Union

PANEL B

Chair: Ms. Joanne M. Dwyer, Member, National Advisory Council on Vocational Education

Topic I: Information for Career Decision Making

1. Introduction: Mr. Russell B. Flanders, Executive Director, National Occupational Information Coordinating Committee

2. National Perspective: Dr. Alan L. Moss, Program Officer, Labor Market Information Division, Employment and Training Administration, U.S. Department of Labor

3. State Perspective: Ms. Mildred T. Nichols, Executive Director, Rhode Island Occupational Information Coordinating Committee

Topic II: AFL/CIO's Human Resources Development Institute

1. Ms. Jane McDonald-Fines, Special Assistant to the Executive Director of HRDI

2. Mr. Rod DuChemin, Assistant Director, HRDI

Topic III: Local Career Guidance Programming

1. Dr. Dorothy E. Jenkins, Assistant Director, Guidance and Counseling Branch, District of Columbia Public Schools

12:15 - 1:45 Luncheon and Keynote Address

Chair: Ms. Joan Wills, Director, Research and Development, National Governors Association

Keynote Address: Dr. Richard DiEugenio, Senior Legislative Associate, Republican Staff, House Committee on Education and Labor

2:00 - 3:15 Workers' Needs and Responsive Career Guidance

Co-Chairs: Ms. Madeleine Hemmings, Vice President for Policy, National Alliance of Business

Mr. James Auerbach, Staff Representative, Department of Education, American Federation of Labor and Congress of Industrial Organizations

Speakers: Mr. Michael M. Arnold, Executive Director, AFL/CIO's Human Resources Development Institute

Mr. James Ross, President, J. Ross Associates

3:15 - 3:30 Break/Coffee

3:30 - 4:30 Small Group Discussions: Realizing the Potentials of Career Guidance

Chair: Mr. David H. Pritchard, Senior Program Officer for Career Development and Guidance, DVES/OVAE

Discussion Leaders:	Discussion Reporters:
1. Thelma Daley Guidance Supervisor Baltimore County Public Schools	1. Mary Ann Donovan Staff Representative National Alliance of Business
2. Gisela Harkin Guidance Specialist DVES/OVAE	2. Patricia Hooper Chair, AACD Government Relations Committee

4:30 - 5:30 Group Reports and Open Forum

Chair: Dr. Patrick J. McDonough, Executive Vice President, American Association for Counseling and Development